'59 & '60

GENERAL BULLETIN

MISSISSIPPI SOUTHERN COLLEGE

HATTIESBURG

VOLUME 46 NUMBER 4

Mississippi Southern College

Hattiesburg, Mississippi

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National Commission on Accrediting
Conference of Deans of Southern Graduate Schools
Mississippi Association of Colleges

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ANNOUNCEMENTS

1959-1960

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FALL QUARTER OPENS SEPTEMBER 14, 1959

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FRANK E. MARSH, JR., FINE ARTS BUILDING

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BOARD OF TRUSTEES

Of State Institutions of Higher Learning, State of Mississippi

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Members Whose Terms Expire May 7, 1968

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OFFICERS OF BOARD

R. D. MORROW	Chairman
DR. E. R. JOBE	Executive Secretary

GENERAL CALENDAR

FALL QUARTER—1959-60

Thursday, September 10
8:30 A. M. George Hurst School opens

Sunday, September 13
12:00 Noon Dormitories open for freshmen and transfer students

Monday, September 14
8:00 A. M. Tests and orientation for freshmen and transfer students

6.00 P. M. Evening College and Graduate registration
Night classes begin meeting on schedule

Tuesday and Wednesday, September 15 and 16
9:00 A. M. Registration for undergraduate students; continued orientation for freshmen and transfer students

Thursday, September 17
8:00 A. M. All classes begin meeting on schedule

Monday, October 26
8:00 A. M. Beginning of second term of fall quarter

Wednesday, November 25
4.00 P. M. Thanksgiving holidays begin (Wednesday night classes will meet)

Thursday, Friday, Saturday, Sunday, November 26, 27, 28, 29
Thanksgiving holidays

Monday, November 30
8:00 A. M. Class work resumed

Sunday, December 13
8:00 P. M. Annual presentation of "The Messiah"

Tuesday, Wednesday, Thursday, Friday, December 15, 16, 17, 18
Fall quarter examinations and records

WINTER QUARTER—1959-60

Saturday, January 2
6:00 P. M. Evening College registration
Graduate registration

Monday and Tuesday, January 4 and 5
8:00 A. M. Registration for undergraduate students
Night classes meet on schedule

Wednesday, January 6
8:00 A. M. Classes meet on schedule

Monday, February 8
8:00 A. M. Beginning of second term of winter quarter

Tuesday, Wednesday, Thursday, Friday, March 15, 16, 17, 18
Winter quarter examinations and records

SPRING QUARTER—1959-60

Friday, March 18
6:00 P. M. Evening College registration
Graduation registration

Monday and Tuesday, March 21, 22
8:00 A. M. Registration for undergraduate students
Night classes begin meeting on schedule

Friday, April 1
High School Career Day

Thursday, April 14
4:00 P. M. Easter holidays begin (Thursday and Friday night and Saturday morning classes meet)

Friday, Saturday, Sunday, April 15, 16, 17
Easter holidays

Monday, April 18
8:00 A. M. Class work resumed

Monday, April 25
8:00 A. M. Beginning of second term of spring quarter

Tuesday, May 17
10:00 A. M. Honors Day Convocation

Monday, Tuesday, Wednesday, Thursday, May 30, 31, June 1, 2
Spring quarter examinations and records

Friday, June 3
End of session at George Hurst School

Sunday, June 5
11:00 A. M. Baccalaureate sermon
5:45 P. M. Graduation exercises

SUMMER QUARTER—1959-60

Monday, June 6
8:00 A. M. Opening of summer session at George Hurst School
6:00 P. M. Evening College and Graduate registration
Night classes begin meeting on schedule

Tuesday and Wednesday, June 7 and 8
8:00 A. M. Registration for summer quarter

Monday, June 13, to Friday, June 17
Annual Reading Conference

Friday, July 15
First term examinations

Monday, July 18
Registration for second term of summer quarter

Friday, August 12
End of session at George Hurst School

Tuesday, Wednesday, Thursday, August 16, 17, 18
Examinations and records

Sunday, August 21
8:00 P. M. Graduation exercises

ADMINISTRATIVE OFFICERS

William D. McCain, B.S., M.A., Ph.D.	President
Roger B. Johnson, B.S., M.S.	Administrative Assistant
Porter L. Fortune. Jr., A.B., M.A., Ph.D.	Dean of the College and Graduate School
Roy G. Bigelow, B.S., M.A., Ph.D.	Dean of School of Education and Psychology
John H. Allen, B.A., M.A., Ph.D.	Dean of the Basic College and Dean of School of Arts and Sciences
Joseph A. Greene, A.B., M.A., Ph.D.	Dean of School of Commerce and Business Administration
Frank E. Marsh, Jr., Mus.B., M.A.	Chairman of Division of Fine Arts
Bertha M. Fritzsche, B.S., M.S., Ph.D.	Chairman of Division of Home Economics
James R. Switzer, B.S.. M.S., Ed.D.	Dean of Student Affairs
Lena Y. Gough, B.S., M.A.	Dean of Women
Ivah O. Wilber, B.S., M.A.	Associate Dean of Women
Rader Grantham, B.S., M.A.	Acting Dean of Men
Murray W. Kenna, A.B., M.A., Ed.D.	Registrar
Paul C. Morgan, A.B., M.S., Ed.D.	Director of Extension and Correspondence and Evening College
Charles O. Smalling, B.S.	Financial Secretary
G. Harold Massey, B.S., M.A., Ed.D.	Assistant Dean of Basic College and Director of Student Counseling
Anna M. Roberts, A.B., M.A., B.S. in L.S.	Librarian
Aubrey K. Lucas, B.S., M.A.	Director of Admissions
Reed Green, B.S.	Director of Intercollegiate Athletics
Robert H. Cleveland	Director of Publicity
Clifford Hagenson, B.S.Ed., Ph.M.	Director of Housing
Dorothy Lenoir	Director of Placement Bureau
Powell G. Ogletree, B.S., M.A.	Alumni Secretary
William E. Kirkpatrick, B.S.	Acting Director of College Union
Herman Boroughs, B.S., M.Ed., Ed.D.	Director of Counselor Training
Reginald C. Reindorp, A.B., M.A., Ph.D.	Director of Institute of Latin American Studies
Joel R. Eakens, B.S.	Director of Physical Plant
A. J. Jaeger, B.B.A.	Assistant Financial Secretary

FACULTY

William D. McCain, B.S., M.A., Ph.D.................President of the College

B.S., Delta State College, 1930; M.A., University of Mississippi, 1931; Ph.D., Duke University, 1935.

Charles Wayne Allen, Jr., B.A., M.B.A.................Assistant Professor of Business Administration

B.A., Millsaps College, 1954; M.B.A., Louisiana State University, 1956.

John H. Allen, B.A., M.A., Ph.D.........Dean of the School of Arts and Sciences
Dean of the Basic College
and Professor of Sociology

B.A., Southeastern Louisiana College, 1949; M.A., Louisiana State University, 1951; Ph.D., The Pennsylvania State University, 1955.

Charles Edward Ambrose, B.F.A., M.A.................Assistant Professor of Art

B.F.A., University of Alabama, 1949; M.A., 1950.

Hayward G. Anderson, B.S., M.A.................Assistant Professor of Accounting

B.S., Mississippi Southern College, 1950; M.A., 1955; graduate study, University of Alabama, summer, 1957-58.

Robert W. Bagley, B.S., M.S., Ph.D.................Professor of Mathematics

B.S., University of Michigan, 1947; M.S., Tulane University, 1949; Ph.D., University of Florida, 1954.

Howard W. Bahr, A.B.................Assistant Professor of English

A.B., Oberlin College, 1938; graduate study, Ohio State University, 1938-39; graduate study, Oberlin College, 1946-47; graduate study, University of North Carolina. 1949-54.

James Anton Baley, B.S., M.S., Ph.D.................Chairman of Department of Health Education and
Professor of Health and Physical Education

B.S., University of Illinois, 1956; M.S., 1948; Ph.D., The Ohio State University, 1952.

Carroll Rayborne Ball, B.A., M.S.................Assistant Professor of Biology

B.A., University of Mississippi, 1947; M.S., 1948; pre-doctoral study, Duke University, 1958-51; West Virginia University, 1955.

Lou Ellen Ballard, B.A., M.A.................Instructor in English

B.A., Troy State College, 1953; M.A., Alabama Polytechnic Institute, 1957.

Robert J. Barnes, A.B., M.A., Ph.D.................Associate Professor of English
and Director of Freshman English

A.B., University of Kansas, 1947; M.A., 1950; Ph.D., University of Texas, 1955.

Vera T. Barnett, B.S., M.S.................Assistant Professor of Home Economics

B.S., Mississippi State College for Women, 1920; M.S., Florida State University, 1950; graduate study, 1950-56.

Mary Poe Baylis, A.B., Mus.B.................Associate Professor of Piano
and Piano Pedagogy

A.B., Davenport College, Lenoir, N.C., 1922; Mus.B., New York School of Music and Arts, 1924; student of Arthur Friedheim, Dr. William Berwald, Harry Vibbard, Silvio Scionti, Edward Collins, Leo Sowerby, graduate study, summer, 1949; University of Wyoming, Piano with Alan Willman and Gunnar Johansen, master class of Dr. Leon Podolsky, summer, 1954.

Frances Benner, B.M., Mus.M.................Associate Professor of Voice

Arthur Jordan Conservatory, Soloist Diploma in Piano; Fontainbleau School of Music, Isador Philip and Camille DeCreus; Cincinnati College of Music, student of Robert Korsf and Norma Richten; B.M. and M.Mus. in voice, Cincinnati College of Music; vocal study in New York with Louis Bachner and Elinor MaClellan; coaching with Walter Laussig, Ernst Knoch and Tibor Kozma; operatic acting with Enrico Clay Dillon.

Thomas A. Bickerstaff, Jr., B.A.……Instructor in Mathematics
B.A., University of Mississippi, 1955; graduate study, summer 1958.

Roy G. Bigelow, B.S.Ed., M.A., Ph.D.……Dean of School of Education and Psychology and Professor of Education
B.S.Ed., Central Missouri State College, 1920; M.A., University of Missouri, 1926; Ph.D., George Peabody College, 1939; independent study in business and public administration, 1940-41, guided by Vanderbilt University.

Hazel M. Black, A.B., M.A.……Assistant Professor of Elementary Education
A.B., Iowa State Teachers College, 1944; M.A., George Peabody College, 1945.

Lilly Annelle Bonner, B.S., M.A.……Instructor in Business Education
B.S., Mississippi Southern College, 1946; M.A., 1954.

Herman Boroughs, B.S., M.Ed., Ed.D.……Chairman of Department of Guidance and Counselor Training and Professor of Guidance
B.S., Texas College of Arts and Industries, 1935; M.Ed., University of Missouri, 1946; Ed.D., 1948.

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B.S. in Mus., Kansas State Teachers College; M.Mus.Ed., University of Minnesota, 1947; pre-doctoral study, University of Kansas, 1956-57.

Robert A. Brent, A.B., M.A., Ph.D.……Associate Professor of History
A.B., Gettysburg College, 1943; M.A., University of Virginia, 1947; Ph.D., 1950; post-doctoral study, Columbia University, summer 1952.

Bahngrell W. Brown, B.A., M.S., Ph.D.……Associate Professor of Geology
B.A., University of Omaha, 1937; M.S., University of Nebraska, 1952; Ph.D., 1954.

Marianne Brown, B.S., M.A.……Instructor in Health and Physical Education
B.S., Delta State Teachers College, 1947; M.A., Mississippi Southern College, 1956.

Marilyn Brown, B.S., M.A.……Instructor in Speech
B.S., Mississippi State College for Women, 1944; M.A., Mississippi Southern College, 1956

Olin T. Brown, A.B., M.A., Ph.D.……Chairman of Department of Geology and Professor of Geology
A.B., Ohio State University, 1925; M.A., Colgate University, 1927; Ph.D., Cornell University, 1930; Cornell University, summer, 1935.

June A. Broxton, B.A., M.A.……Assistant Professor of Psychology
B.A., Agnes Scott College, 1954; M.A., George Peabody College, 1955; graduate study, summer, 1956; graduate study, Vanderbilt University, summer, 1958.

Frank W. Buckley, B.A., LL.B., M.A.…Chairman of Department of Journalism and Assistant Professor of Journalism
A.B., Louisiana College, 1936; LL.B., Vanderbilt University, 1954; M.A., Florida State University, 1955.

William G. Burks, A.B., M.A., Ph.D.……Chairman of Department of Foreign Languages and Professor of Foreign Languages
A.B., University of Mississippi, 1928; M.A., University of Alabama, 1935; Ph.D., University of North Carolina, 1948; study, McDill University, summer, 1953.

Zed H. Burns, B.S., M.S., Ed.D.……Chairman of Department of Industrial Arts and Professor of Industrial Arts
B.S., in Arch., Alabama Polytechnic Institute, 1927; M.S., 1929; Ed.D., University of Cincinnati, 1937.

John N. Burrus, A.B., M.A., Ph.D.........Chairman of Department of Sociology and Professor of Sociology

A.B., University of Mississippi, 1942; M.A., Louisiana State University, 1944; Ph.D., 1950.

[1]Donald A. Chase, A.B., M.A....................Assistant Professor of Sociology

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Elsie B. Chichester, B.S., M.S..................... Director of the Nursery School and Assistant Professor of Home Economics

B.S., Delta State Teachers College, 1945; M.S., University of Tennessee, 1948.

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B.S., University of Akron, 1934; M.A., Mississippi Southern College, 1952.

Gerald Loyd Collier, B.A., M.A..................Assistant Professor of Geography

B.A., Southern Methodist University, 1952; M.A., University of Nebraska, 1954.

Edward H. Conrow..Instructor in the Institute of Latin American Studies

Willie Earl Cooley, B.S., M.Ed.......Critic Teacher in the George Hurst School and Instructor in Education

B.S., Mississippi Southern College, 1956; M.Ed., 1958.

Harris Crohn, B.S., M.S............Assistant Professor of Piano and Musicology

B.S., M.S., with Piano as a major, Juilliard School of Music; study toward doctorate in musicology, Columbia University; artist student in piano of Rosalyn Tureck; opera coaching and conducting, Juillard School of Music, Berkshire Music Centre, and Plymouth Rock Centre of Music and Drama.

Gene Arnold Crowder, B.S...............................Instructor in Industrial Arts

B.S., Mississippi Southern College, 1958.

John H. Dale, Lieutenant Colonel, U.S.A., B.S...........................Professor of Military Science and Tactics

B.S., Mississippi State College, 1947; graduate study, Mississippi State College.

Coldwell Daniel, III, B.B.A., M.B.A., Ph.D........Chairman of Department of Economics and Professor of Economics

B.B.A., Tulane University, 1949; M.B.A., Indiana University, 1950; Ph.D., University of Virginia, 1959.

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B.S., Memphis State, 1936; M.A., Vanderbilt University, 1938; Ph.D., 1949.

S. Gale Denley, B.S., M.A.......................................Instructor in Journalism

B.S., University of Mississippi, 1957; M.A., 1958.

Eloise C. Dent, B.S., M.A...........................Assistant Professor of Education and Assistant Director of Reading Clinic

B.S., Mississippi Southern College, 1946; M.A., 1950; graduate study, University of Virginia, 1955-56.

David A. DeVries, B.S., Ph.D.....................................Professor of Geology

B.S., Wheaton College, 1949; Ph.D., University of Wisconsin, 1955.

Annie Louise D'Olive, B.S., M.A.............................Assistant Professor of Art

B.S., Mississippi Southern College, 1927; M.A., Teachers College, Columbia University, 1934; graduate study, Dixie Art Colony, 1941; study at Pennsylvania Academy of Fine Arts.

Lois Drain, B.S., M.S.............Assistant Professor of Home Economics

B.S., Northeastern State College, 1941; M.S., Oklahoma A. & M. College, 1948.

Henry B. Easterling, B.S., M.A., Ed.D.............Professor of Education

B.S., Mississippi Southern College, 1939; M.A., University of Alabama, 1947; Ed.D., Duke University, 1952.

Harold Stanley Edgar, B.S., M.A.............Instructor in Health and Physical Education

B.S., Mississippi Southern College, 1956; M.A., 1957.

Katherine Marie Eide, Mus.B., Mus.M.............Assistant Professor of Music ('Cello, Ensemble and Theory)

Mus.B., Oberlin College, 1936; Mus.M., 1940; graduate study, Eastman School of Music, 1954-55; student in 'cello and ensemble of John Frazer, Emanuel Feuermann, Georges Miquell, John Celentano; theory, composition, orchestration, and music literature, Victor Lytle, Normand Lockwood, A. I. McHose, Donald White, Herbert Elwell, Alan Hovhanese, Bernard Rogers, Kent Kennan, Wayne Barlow, Harold Gleason.

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B.S., Mississippi Southern College, 1930; M.A., University of Mississippi, 1931; graduate study, George Peabody College.

Spurgeon Eure, B.S., O.D.............Assistant Professor of Biology

B.A., Mississippi Southern College, 1948; O.D., Southern College of Optometry, 1954.

Willie Evelyn Ewell, B.S., M.A.....Assistant Professor of Business Education

B.S., Mississippi Southern College, 1928; M.A., Colorado State College of Education, 1932.

[4]Virginia Isabelle Felder, A.B., M.S..........Associate Professor of Mathematics

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Madeline Virginia Flynt, A.B., M.A. in L.S.............Assistant Professor of Library Science

A.B., Mississippi Woman's College, 1930; Certificate in Library Science, University of Alabama, 1943; M.A. in L.S., George Peabody College, 1950.

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A.B., Whitworth College, 1912; B.S., Mississippi Southern College, 1931; M.S., Louisiana State University, 1932.

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A.B., University of North Carolina, 1941; M.A., Emory University, 1946; Ph.D., University of North Carolina, 1949.

Angelo Frascarelli, Mus.B., Mus.M.............Assistant Professor of Violin and Theory

Mus.B., Eastman School of Music, 1951; Mus.M., 1953; violin and ensemble student of John Celentano; theory student of Ruth Tibbs, Dr. Allen McHose; conducting student of Dr. Paul White; played under Erich Leinsdorf in the Rochester Philharmonic Orchestra.

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Mus.B., Eastman School of Music, 1951; Mus.M., University of Tulsa, 1952; Southwestern College, 1953; violin and chamber music, John Celentano; theory, Ruth Tibbs, Dr. McHose.

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B.S., Mississippi State College for Women, 1926; M.S., Iowa State College, 1931; Ph.D., University of Chicago, 1947.

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B.S., George Peabody College, 1927; M.A., 1929; graduate study, University of Chicago, 1933; Leland Stanford University, 1950-51.

Bertha M. Fritzsche, B.S., M.S., Ph.D. .... Chairman of Division of Home Economics and Professor of Home Economics

B.S., Iowa State College, 1922; M.S., 1929; Ph.D., Ohio State University, 1950.

Roland Lee Frye, Jr., B.S., M.A. .... Assistant Professor of Psychology

B.S., Mississippi Southern College, 1955; M.A., 1956; pre-doctoral study, Louisiana State University, 1956-58.

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A.B., Louisiana State University, 1937; M.A., 1951; Ph.D., 1955.

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B.S., Louisiana State University, 1943; M.A., 1945; Ph.D., University of North Carolina, 1957.

Lena Y. Gough, A.B., M.A. .... Dean of Women and Assistant Professor of English

A.B., Alabama College, 1928; M.A., George Peabody College, 1938.

William Rader Grantham, B.S., M.A. .... Acting Dean of Men and Instructor of Health and Physical Education

B.S., Mississippi Southern College, 1955; M.A., 1956.

Reed Green, B.S. .... Athletic Director

B.S., Mississippi Southern College, 1934.

Joseph A. Greene, Jr., A.B., M.A., Ph.D. .... Dean of the School of Commerce and Business Administration and Professor of Economics

A.B., Berea College, 1941; M.A., University of Virginia, 1944; Ph.D., 1951.

Dean Griffis, B.S., M.A. .... Critic Teacher in the George Hurst School and Instructor in Education

B.S., Mississippi Southern College, 1937; M.A., Tulane University, 1951.

Gordon Gunter, A.B., M.A., Ph.D. .... Professor of Biology

A.B., Louisiana State Normal College, 1929; M.A., University of Texas, 1931; Ph.D., 1945.

Clifford Hagenson, B.S.Ed., Ph.M. .... Director of Housing and Assistant Professor of Education

B.S.Ed., University of Illinois, 1939; Ph.M., University of Wisconsin, 1946; graduate study, University of Illinois, 1949, 1950, 1951.

Geneva T. Hamilton, B.S., M.S. .... Assistant Professor of Home Economics

B.S., Mississippi Southern College, 1946; M.S., University of Tennessee, 1952; graduate study, Pennsylvania State University, summer, 1957.

Rector R. Hardin, B.A., M.A., Ph.D. .... Chairman of Department of Business Administration and Professor of Business Administration

B.A., Berea College, 1929; M.A., Duke University, 1932; Ph.D., 1935; post-doctoral study, Harvard University, summers, 1936, 1940.

William B. Harlan, B.S., A.C.A., M.A...........Assistant Professor of Business Administration

B.S., Western Kentucky State Teachers College, 1935; A.C.A., Bowling Green College of Commerce, 1938; M.A., George Peabody College, 1946.

Mary Stuart Harmon, B.S., Mus.M...........Assistant Professor of Piano

B.S., Mississippi Southern College, 1931; Mus.M., 1949; graduate study, Northwestern University, summer 1935; student of Elizabeth Wood, New Orleans Conservatory, 1937, 1938; student in accompanying under Coenraad Bos and Bernard U. Taylor; coach and accompanist, New York City, 1945-47; Juilliard School of Music, student of Katherine Bacon, summer 1953; Columbia University, summer, 1953.

Antonio E. Harrises, A.B., M.S., Ph.D...........Associate Professor of Biology

A.B., Saint Anselm's College, 1950; M.S., University of New Hampshire, 1952; Ph.D., University of Notre Dame, 1957.

Gilbert Hartwig, Ph.B., M.A., Ph.D...........Chairman of Department of Speech and Professor of Speech

Ph.B., Marquette University, 1939; M.A., 1949; Ph.D., University of Wisconsin, 1953.

Robert D. Hays, B.S., M.S...........Assistant Professor of Music and Assistant Director of Bands

B.S., University of Oregon, 1947; M.S., 1949; graduate study, Teachers College, Columbia University, 1950.

Fern Rogers Hesson, B.S., M.A...........Assistant Professor of Home Economics

B.S., Mississippi Southern College, 1936; M.A., 1955.

Walter R. Hinds, B.S.Mus., B.S., M.S...........Assistant Professor of Voice

B.S.Mus., Capitol University, 1946; B.S., M.S., with voice as a major, Juilliard School of Music, 1948; voice student of Ellis Snyder, Lucia Dunham, Bernard Taylor, and William Van Giesen.

Edith Hinton, A.B., M.A...........Critic Teacher in the George Hurst School and Instructor in Education

A.B., Mississippi State College for Women, 1931; M.A., Teachers College, Columbia University, 1945.

Jean Kubik Hooker, B.S., M.A...........Assistant Professor of Recreation

B.S., University of Colorado, 1950; M.A., Mississippi Southern College, 1953.

Bessie Cooper Hopkins, A.B., B.S., M.A., Ph.D...........Associate Professor of English

A.B., Whitworth College, 1909; B.S., Wesleyan College, 1910; A.B., Randolph-Macon Woman's College, 1912; graduate study, University of Mississippi and George Washington University; M.A., University of Alabama, 1948; study in creative writing, University of Oklahoma, 1950; study at Vanderbilt University, 1951; Ph.D., George Peabody College, 1957.

Richard J. Hruby, B.A., M.A...........Assistant Professor of Economics

B.A., Baldwin-Wallace College, 1951; M.A., University of Virginia, 1952.

Joseph Huck, Mus.B., M.M...........Chairman of Piano Department and Associate Professor of Piano and Theory

Mus.B., American Conservatory, 1936; M.M., 1940; private piano tutelage under Andre Skalski, Leroy Campbell, Rudolph Reuter, Allen Spencer and Bruno Glade.

Ena Kay Hudson, B.S., M.L.S...........Reference Librarian

B.S., Mississippi State College for Women, 1950; M.L.S., Emory University, 1955.

George G. Hurst, B.S., M.A...........Assistant Professor of Chemistry

B.S., Mississippi Southern College, 1939; M.S., Tulane University, 1953.

George Imbragulio, B.M., M.M.……Assistant Professor of Piano

B.M., and M.M., Michigan State University, 1948, 1949; private piano with Dr. Ernst Victor Wolff, related subjects with J. Murray Barbour and Owen Read; summer study, Aspen, Colorado, with Claudio Arrau and Rudolph Firkusny; private piano study with Maestro Renzo Silvestri, St. Cecilia Conservatory, Rome, Italy, 1957-58.

Dorothy Coleman Jackson, B.S., M.B.E.……Assistant Professor of Business Education

B.S., University of Alabama, 1949; M.B.E., University of Mississippi, 1954; graduate study, University of Alabama, 1957.

Howard O. Jackson, B.S., M.A.……Assistant Professor of Business Education

B.S., Mississippi Southern College, 1949; M.A., 1955; graduate study, University of Alabama, 1956, 1957.

Willery Jackson, A.B., M.A.……Assistant Professor of History

A.B., Mississippi State College for Women, 1921; M.A., Columbia University, 1927; graduate study, 1931-33.

Dortha Lee Jeffus, B.A., M.A.……Instructor in English

B.A., University of Arkansas, 1956; M.A., 1958.

Frances Roberta Jellinek, B.S., M.A.……Instructor in Health Physical Education and Recreation and Director of the Dixie Darlings

B.S., Brooklyn College, 1956; M.A., Mississippi Southern College, 1957; pre-doctoral work, Teachers College, Columbia University, summer 1958.

M. C. Johnson, B.S., M.A.……Assistant Professor of Health and Physical Education and Director of Swimming Pool

B.S., Mississippi Southern College, 1941; M.S., Louisiana State University, 1948.

Roger B. Johnson, B.S., M.S.……Administrative Assistant

B.S., Mississippi State College, 1938; M.A., 1949.

Sarah S. Johnson, A.B., M.A.……Assistant Professor in Foreign Languages

A.B., University of South Carolina, 1927; M.A., 1928; study at Institute de Touraine, Tours, France, 1929; Escuela Normal Superior, Bogota Columbia, 1950; Purdue University, 1952; Sorbonne, University of Paris, 1955.

[3]Bryce D. Jordan, B.A., M.P.A.……Assistant Professor of Economics

B.S., Mississippi State College, 1950; M.P.A., Harvard University, 1954.

Jeanne Keck, Mus.B., Mus.M.……Assistant Professor of Piano and Theory

Mus.B., Grinnell College, 1939; Mus.M., American Conservatory of Music, 1941, with piano under Tomford Harris; theory with Stella Roberts, post-graduate piano study with Leonard Shure.

Arthell Kelley, B.S., M.A., Ph.D.……Chairman of Department of Geography and Professor of Geography

B.S., Mississippi Southern College, 1940; M.A., University of Missouri, 1948; Ph.D., University of Nebraska, 1954.

Murray W. Kenna, B.S., M.A., Ed.D.……Registrar and Associate Professor of Education

A.B., University of Mississippi, 1936; M.A., Mississippi Southern College, 1950; Ed.D., Indiana University, 1957.

William H. Kern, B.S., M.A.……Assistant Professor of Psychology

B.S., Upsala College, 1952; M.A., Lehigh University, 1954; pre-doctoral study, Louisiana State University

John M. King, B.S., M.A.—Director of George Hurst School and Associate Professor of Education

B.S., Mississippi Southern College, 1928; M.A., University of Mississippi, 1938; graduate study, George Peabody College, 1942; Colorado State College.

Sheriff L. Knight, B.A., M.A., Ed.D.—Director of Audio-Visual Education and Associate Professor of Education

A.B., Southwestern, 1938; M.A., Mississippi Southern College, 1950; Ed.D., Indiana University, 1952.

[2]Maxie T. Lambright, B.S.—Assistant Football Coach

B.S., Mississippi Southern College, 1949.

Norvin L. Landskov, A.B., M.A., Ph.D.—Chairman of Department of Secondary School Education, Director of Student Teaching, and Professor of Education

A.B., St. Olaf College, 1926; M.A., University of Minnesota, 1934; Ph.D., 1946.

Charles E. Lane, Jr., B.S., Ph.D.—Chairman of Department of Chemistry and Professor of Chemistry

B.S., University of Chicago, 1926; Ph.D., 1933.

Pearl Reynolds Leech, A.B., M.A.—Critic Teacher in George Hurst School and Instructor in Education

A.B., University of Mississippi, 1938; M.A., George Peabody College, 1945; summer study, University of Chicago, 1948, 1952, 1954.

Fred B. Lewis, Jr., B.S., M.A.—Head Basketball Coach and Associate Professor of Health and Physical Education

B.S., Eastern Kentucky, 1946; M.A., New York University, 1952; pre-doctoral work, New York University.

Virginia Mangum Lewis, B.S.—Instructor in Mathematics

B.S., Mississippi Southern College, 1956.

Walter J. Lok, B.Des., M.Des.—Chairman of Art Department and Associate Professor of Art

B.Des., University of Michigan, 1943; M.Des., 1947; summer study, Mexico City College.

Rey Morgan Longyear, A.B., M.A., Ph.D.—Assistant Professor of Percussion and Music Literature, Chairman of Department of Music Literature, Associate Director of Bands

A.B., Los Angeles State College, 1951; M.A., University of North Carolina, 1954; Ph.D., Cornell University, 1957; study at Tanglewood, 1956. Musicology with Alice Ray, Glen Haydon, William S. Newman, Donald Grout, and Denis Stevens; conducting with Hugo Strelitzer, Lauris Jones, and Eleazar de Carvalho; percussion with William Sebastian Hart and Roman Szulc.

R. G. Lowery, B.S., M.A., Ph.D.—Professor of English

B.S., Mississippi College, 1918; M.A., George Peabody College, 1922; Ph.D., 1927.

Aubrey Keith Lucas, B.S., M.A.—Director of Admissions and Assistant Professor of Psychology

B.S., Mississippi Southern College, 1955; M.A., 1956.

Toxie H. Luckey, B.S.—Instructor in Mathematics

B.S., Mississippi Southern College, 1952.

Jack Lawrence Lyall, B.F.A., M.A., Ed.D.........Professor of Music Education and Voice and Director of Choral Activities

B.F.A., Oklahoma A.&M. College, 1940; M.A., Teachers College, Columbia University, 1947; Ed.D., 1952

Robert L. McCroskey, B.S., M.A., Ph.D.........Professor of Speech and Assistant Director of Speech and Hearing Clinic

B.S., Ohio State University, 1948; M.A. 1952; Ph.D., 1956.

Helen Janet McDonald, Mus.B., M.M.........Associate Professor of Violin, Piano and Music Education

Mus.B., Chicago Musical College, 1932; M.M., 1949; graduate student, University of Michigan, 1944; Chicago Musical College, 1946; student of Leon Semetini, Paul Stassevitch, Gilbert Ross (violin); Gustave Dunkleberger, Wesley LaViolette, Max Wald (theory); David Mattern, Roxy Cowan, Rose Marie Grentzer, John C. Kendall (music education); Rudolph Ganz, Hans Rosenwald (music literature).

Virginia McElhaney, B.S.........Critic Teacher in the George Hurst School and Instructor in Education

B.S., Mississippi Southern College, 1956; graduate study, 1957-58.

Dana Gene McKinnon, B.S.........Instructor in English

B.S., Mississippi Southern College, 1957; graduate study, 1958.

Carl L. McQuagge, B.S., M.A., Ed.D.........Professor of Educational Administration

B.S., Mississippi Southern College, 1932; M.A., University of Mississippi, 1947; Ed.D., University of Texas, 1954.

Robert E. Macklin, Captain, U.S.A., B.S.........Assistant Professor of Military Science and Tactics

B.S., U. S. Military Academy, 1951.

Thomas B. Maclin, A.B., M.A.........Assistant Professor of Speech and Director of Radio-Television

A.B., University of Arkansas, 1952; M.A., 1954; graduate study, University of Oklahoma.

Mary Jo Magee, A.B., B.S. in L.S.........Assistant Librarian

A.B., Louisiana Polytechnic Institute, 1943; B.S. in L.S., George Peabody College, 1946.

Raymond Mannoni, B.S., B.M., M.M.Ed., D.M.Ed.........Chairman of Department of Instrumental Music, Professor of Music and Director of Bands

B.S., Kansas State College, 1944; B.M., University of Michigan, 1947; M.M.Ed., Northwestern University, 1949; D.M.Ed., Chicago Musical College, 1955; study, U. S. Navy School of Music, 1941-43; University of Chicago, 1950; Kansas University, 1946.

Frank Earl Marsh, Jr., Mus.B., M.A.........Chairman of Division of Fine Arts and Professor of Music

Mus.B., New England Conservatory of Music, 1916; M.A., Syracuse University, 1926; student of Senor Alberto Jones, Dr. Adolf Frey, Kurt Fischer, Ethel Newcomz, Arthur Newstead, George W. Chadwick, F. Stuart Mason, Dr. William Berwald, Dr. Frank Sill Rogers.

Gilmore Harold Massey, B.S., M.A., Ed.D.........Assistant Dean of the Basic College, Director of Student Counseling and Associate Professor of Education

B.S., Alabama Polytechnic Institute, 1944; M.A., George Peabody College, 1946; Ed.D., Texas Technological College, 1956.

John Albert Mayne, B.A., M.A.........Assistant Professor of English

B.A., Pennsylvania State University, 1948; M.A., 1951; pre-doctoral study.

Richard Mendenhall, B.S., M.Ed.——Assistant Professor in Extension and Coordinator of Biloxi Extension Center

B.S., Livingston State College, 1956; M.Ed., Mississippi Southern College, 1958.

Vernon E. Merrifield, B.F.A.——Instructor in Art

B.F.A., University of Alabama, 1956; graduate study, 1957.

J. Lloyd Milam, A.B., M.A., Ed.D.——Chairman of Department of Health, Physical Education, and Recreation, and Professor of Health and Physical Education

A.B., Louisiana Institute of Technology, 1936; M.A., Columbia University, 1940; Ed.D., 1950.

Leo R. Miller, B.S.Ed., M.S.Ed., Ed.D.——Chairman of Department of Elementary Education and Professor of Elementary Education

B.S.Ed., Missouri Teachers College, 1935: M.S.Ed., University of Kansas, 1939; Ed.D., Pennsylvania State College, 1945.

Charles W. Moorman, A.B., M.A., Ph.D.——Chairman of Department of English and Literature and Professor of English

B.A., Kenyon College, 1949; M.A., Tulane University, 1951; Ph.D., 1953.

Paul C. Morgan, A.B., M.S., Ed.D.——Director of Extension and Correspondence and Evening College and Professor of Education

A.B., Louisiana State University, 1931; M.S., Alabama Polytechnic Institute, 1937; Ed.D., George Peabody College, 1956.

Charles Edward Morreal, B.S., M.S.——Assistant Professor of Chemistry

B.S., University of Illinois, 1953; M.S., State University of Iowa, 1954; pre-doctoral study.

Robert L. Muckley, B.A., M.A.——Director of Courses in English in Institute of Latin American Studies and Assistant Professor

B.A., University of Colorado, 1949; M.A., Columbia University, Teachers College, 1952.

Jack D. Munn, B.S., M.A.——Assistant Professor of Mathematics

B.S., Mississippi Southern College, 1949; M.A., University of Alabama, 1950; Oklahoma A.&M., summer, 1955.

Ray S. Musgrave, A.B., M.A., Ph.D.——Chairman of Department of Psychology and Professor of Psychology

A.B., Bethany College, 1933; M.A., Ohio Wesleyan College, 1935; Ph.D., Syracuse University, 1937; post-doctoral, University of Cincinnati, 1946; Columbia University, 1950-51.

John F. Nau, B.D., M.A., Ph.D.——Chairman of Department of Religion and Philosophy, Professor of Religion and Philosophy and Director of Student Christian Federation

B.D., Concorda Seminary, 1936; M.A., Tulane University, 1948; Ph.D., University of South Carolina, 1954.

George W. Nicholson, B.S., M.A., LL.B., Ph.D.——Professor of Mathematics

B.S., The Citadel, 1919; M.A., LL.B., University of South Carolina, 1922; Ph.D., University of North Carolina, 1933.

Holgar J. Nyholm, B.S.——Instructor in Geology

B.S., University of Alabama, 1940; graduate study, summer, 1950, 1951, 1952.

Ellen Marie Olson, B.S., M.A.——Critic Teacher in George Hurst School and Instructor in Education

B.S., Mississippi Southern College, 1942; M.A., 1950; pre-doctoral study.

Linwood E. Orange, B.A., M.A., Ph.D.............Associate Professor of English
A.B., Duke University, 1947; M.A., 1948; Ph.D., 1955.

Arthur Reis Orgel, B.S., M.S., Ph.D.....Instructor in Psychology in Extension
B.S., Rutgers University, 1951; M.S., Florida State University, 1953; Ph.D., 1956.

Fannie Owings, B.S., M.S...................Assistant Professor of Home Economics
B.S., Mississippi Southern College, 1928; M.S., University of Tennessee, 1935; graduate study, University of Kentucky, summer, 1949.

Ralph S. Owings, A.B., M.A., Ed.D.....................Chairman of Department of Educational Administration and Professor of Educational Administration
A.B., Wofford College, 1924; M.A., 1935; M.A., Teachers College, Columbia University, 1940; Ed.D., 1949.

Edson C. Perry, B.M., M.M........................Instructor in Strings in Extension
B.M., Stetson University, 1952; M.M., Louisiana State University, 1954.

Robert W. Peters, B.A., M.A., Ph.D.....Director of Speech and Hearing Clinic and Professor of Speech
A.B., University of Minnesota, 1948; M.A., Ohio State University, 1950; Ph.D., 1953.

[4]Mildred Wade Phelps, B.M., M.M., Ph.D.........Part-time Assistant Professor of Music
B.M., Stetson University, 1941; M.M., Northwestern University, 1947; Ph.D., State University of Iowa, 1951.

Roger P. Phelps, Mus.B., Mus.M., Ph.D.............Chairman of Music Education Associate Professor of Music Education, Woodwinds, and Musicology
Mus.B., Eastman School of Music, 1941; Mus.M., Northwestern University, 1947; Ph.D., State University of Iowa, 1951; student of Dr. Anne E. Pierce, Dr. John W. Beattie (music education); Albert T. Luper (musicology); Karl D. Van Hoesen (conducting); Robert Spprenkle, Francis Napolilli, Frank Malewski (oboe); Dr. Thomas C. Collins (bassoon); Dorothy White (flute); Himie Voxman (clarinet).

Felix A. Ponziana..............................Assistant Professor of Violin, Viola and Chamber Music, Head of Extension Strings, Conductor of the Mississippi Southern College-Youth Symphony of South Mississippi
Graduate of Milan Conservatory, Milan, Italy, 1949; studied violin with Enrico Polo and Attilio Crepax, conducting with Antoninno Votto, Solfeggio with Giorgi Ghedini; Concertmaster Shreveport Symphony, 5 years, former member of Milan String Quartet.

Gomer Pound, Mus.B., M.Mus.Ed.....................Assistant Professor of Clarinet and Music Literature
B.Mus., Michigan State University, 1950; M.Mus.Ed., Florida State University, 1954; Tanglewood (1951) clarinet study with Keith Stein, Joseph Sinischalsi, Rosario Maezzeo, Gino Gioffi.

William Presser, A.B., Mus.M., Ph.D.............Chairman of Theory Department Assistant Professor of Theory and Music Composition
A.B., Alma College, 1938; Mus.M., University of Michigan, 1940; Ph.D., University of Rochester, 1947; composition with Gardner Read, Burrill Phillips, Bernard Rogers, Roy Harris; conducting with Thor Johnson, Herman Genhart, Paul White, Guy Fraser Harrison, Pierre Monteux.

M. Benjamin Puyper, B.S., M.A..................................Instructor in Accounting
B.S., Mississippi Southern College; M.A., 1957.

Morton H. Rabin, B.A., M.A......................................Instructor in Psychology
B.A., New York University, 1948; M.A., Columbia University, Teachers College, 1951; pre-doctoral study.

Frances Reck, B.S., M.A. .... Assistant Professor of Business Education

B.S., Kansas State Teachers College, 1930; M.A., State University of Iowa, 1935; graduate study, New York University, Indiana University, and Gregg College.

Reginald C. Reindorp, A.B., M.A., Ph.D. .... Director of Institute of Latin American Studies and Professor of Foreign Languages

A.B., University of New Mexico, 1931; M.A., 1932; Ph.D., University of Texas, 1949.

Mary Janice Riley, B.A. .... Assistant Circulation Department in Library

B.A., Mississippi Southern College, 1958.

Anna M. Roberts, A.B., M.A., B.S. in L.S. .... Librarian and Professor of Library Science

A.B., Vanderbilt University, 1920; M.A., 1922; B.S. in L.S., University of Illinois, 1933; graduate study, University of Chicago Graduate Library School, 1938.

Samuel W. Rosso, A.B., M.A. .... Assistant Professor of Biology

A.B., Mississippi Southern College, 1950; M.S., Louisiana State University, 1952; graduate study, 1957; University of Michigan, summer, 1958.

Robert P. Roubos, Mus.B., Mus.M. .. Assistant Professor of Organ and Theory

Mus.B., Michigan State University, 1956; Mus.M., Michigan State University, 1958; Organ with James P. Autenrith, William E. Gadd, and Dr. Marilyn Mason; Piano with Maude Russell, John Shelby Richardson, and Henry Harris.

Gilbert T. Saetre, B.S., M.A. in Mus.Ed. .... Associate Professor of Music Education

B.S., New York University, 1930; M.A., in Mus.Ed., 1940; graduate study in higher education; study at Juilliard School of Music, summer 1945; student of Hollis Dann, John Warren Erb, Hugh Ross (conducting); Alfred Friese (percussion); Hollis Dann, William D. Revelli, Samuel T. Burns (music education).

William M. Sanders, B.S.Ed., M.A. .... Associate Professor of Mathematics

B.S.Ed., Arkansas State Teachers College, 1949; M.A., University of Arkansas, 1952; pre-doctoral work, University of Illinois, 1955, 1956, 1957, 1958.

Jay Sanford Shivers, B.S., M.A., Ph.D. .... Chairman of Department of Recreation and Associate Professor of Recreation

B.S., Indiana University, 1952; M.A., New York University, 1953; Ph.D., University of Wisconsin, 1958.

Walter E. Simonson, B.S., M.A., Ph.D. .... Associate Professor of Speech and Director of Forensics

B.S., University of Minnesota, 1954; M.A., 1956; Ph.D., 1958.

Phillip Earl Slade, B.A., M.S., Ph.D. .... Associate Professor of Chemistry

B.A., Mississippi Southern College, 1951; M.S., Tulane University, 1953; Ph.D., 1955.

Gaston Smith, B.S., M.A. .... Assistant Professor of Mathematics

B.S., Mississippi Southern College, 1949; M.A. in Ed., University of Alabama, 1955; M.A., 1957; graduate study, summer, 1957, 1958.

Maude Virginia Smith, A.B., M.A. .... Circulation Librarian

A.B., Mississippi State College for Women, 1931; M.A., George Peabody College. 1951.

Elizabeth Sorbet, B.A., M.A., Ph.D. .... Associate Professor of Marketing

B.A., Louisiana State Normal, 1941; M.A., George Peabody College, 1943; Ph.D., Louisiana State University, 1958.

Ralph C. Staiger, A.B., M.A., Ed.D.————Director of Reading Clinic and Professor of Psychology

A.B., Columbia University, 1939; M.A., Teachers College, Columbia University, 1942; Ed.D., Temple University, 1952.

Jack Milton Starling, B.S., B.A., M.B.A.————Assistant Professor of Marketing

B.S., B.A., University of Arkansas, 1956; M.B.A., University of Florida, 1959.

W. F. St. Clair, B.S., M.A.————Acting Chairman of Department of Physics and Astronomy and Assistant Professor of Physics and Astronomy

B.S., University of Florida, 1938; M.A., University of Alabama, 1940; graduate study, summer 1949, 1950-51 and 1952-53.

Ollie C. Steede, B.S., M.A.————Assistant Professor of Education in Extension

B.S., Mississippi Southern College, 1929; M.A., George Peabody College, 1939; graduate study, 1946.

[4]Martin Stegenga, B.S., M.S.————Acting Chairman of Department of Business Education and Assistant Professor of Business Education

B.S., Mississippi State College, 1937; M.S., 1939; graduate study, Indiana University, 1952-54, 1957, 1958.

Emma Helen Stewart, B.A., M.A.————Instructor in Institute of Latin- American Studies

B.A., Mississippi Southern College, 1950; M.A., Scarritt College, 1953.

Leonard Stocker, A.B., M.A.————Chairman of Department of Voice and Assistant Professor of Voice

A.B., University of Michigan, 1933; M.A., Teachers College, Columbia University, 1950; student of Francis Rogers, Arthur Gerry and Georges Maugiere (voice); Leo Rosenek (Vienna) and Camille DeCreus (Paris) (song literature); Riccardo Dellera (opera repertoire); Josef Turnau (operatic acting); Thomas Wood Stevens and Thomas Kozelka (play production).

Wilbur White Stout, A.B., M.A., Ph.D.————Professor of English

A.B., University of North Carolina, 1921; M.A., 1922; Ph.D., 1926.

William R. Strahan, B.A.————Instructor in Physics

B.A., Mississippi Southern College, 1957.

Thomas Michael Stritch, B.A., M.A., Ph.D.————Associate Professor of Psychology

B.A., Emory University, 1950; M.A., 1951; Ph.D., 1954.

C. E. Stuart, B.S.————Assistant Athletic Coach

B.S., Mississippi State College, 1928.

Esther Jane Swartzfager, B.A., M.A.————Instructor in English

B.A., Southwestern at Memphis, 1955; M.A., Ohio University, 1957.

James R. Switzer, B.S., M.S., Ed.D.————Dean of Student Affairs and Professor of Health and Physical Education

B.S., Mississippi Southern College, 1941; M.S., Louisiana State University, 1947; Ed.D., University of Texas, 1952.

C. J. Taylor, B.S.————Assistant Football Coach and Track Coach and Instructor in Physical Education

B.S., Mississippi Southern College, 1947.

Ernestine Thomae, A.B., M.A.————Assistant Professor of English

A.B., Mississippi State College for Women, 1914; M.A., George Peabody College, 1926; graduate study, 1930.

[1]Carrolee H. Thomas, B.S., M.S.——Acting Instructor in Health and Physical Education
B.S., Louisiana State University, 1948; M.S., 1950.

Jack Thomas, B.B.A., M.Ed.——Assistant Football Coach
B.B.A., University of Tulsa, 1947; M.Ed., Trinity University, 1954.

Orville Thomas, B.S., M.A.——Assistant Professor of Industrial Arts
B.S., Mississippi Southern College, 1937; M.A., University of Alabama, 1949.

Amelia Thompson, B.S., M.S.——Assistant Professor of Home Economics
B.S., Judson College, 1916; M.S., University of Tennessee, 1938.

James A. Townley, B.S., M.A.——Assistant Professor of Health and Physical Education
B.S., Mississippi Southern College, 1952; M.A., 1953; graduate study, Louisiana State University, summer, 1958.

Robert M. Treser, B.S., M.F.A.——Assistant Professor of Speech and Director of Theatre
B.S., Lehigh University, 1945; M.F.A., University of Oklahoma, 1953.

B. O. Van Hook, A.B., M.A.——Chairman of Department of Mathematics and Professor of Mathematics
A.B., Millsaps College, 1918; M.A., Vanderbilt University, 1922; graduate study, Duke University, 1934-36.

Thad Vann, B.S.——Head Athletic Coach
B.S., University of Mississippi, 1929.

Elizabeth Vardaman, A.B., M.A., M.A. in L.S.——Periodicals Librarian
A.B., University of Mississippi, 1925; M.A., 1933; M.A. in L.S., George Peabody College, 1952.

J. Fred Walker, A.B., M.A., Ph.D.——Chairman of Department of Biology and Professor of Biology
A.B., University of Mississippi, 1927; M.S., 1931; Ph.D., University of Iowa, 1935; Graduate Fellow, University of Miami Laboratory, summer 1957.

Benjamin Q. Ward, III, B.A., M.A., Ph.D.——Associate Professor of Biology
B.A., University of Texas, 1945; M.A., 1947; Ph.D., 1958.

Carrie Lee Warren, B.S., M.Ed.——Chairman of Physical Education for Women and Assistant Professor of Health and Physical Education
B.S., Louisiana State University, 1947; M.Ed., University of Texas, 1955; graduate study, University of North Carolina, 1956-57.

[2]Sidney E. L. Weatherford, Jr., B.S., M.A.——Assistant Professor of Education
B.S., Mississippi Southern College, 1951; M.A., 1953; pre-doctoral study, University of Florida.

Allie M. Webb, A.B., M.A.——Assistant Professor of English
A.B., Mississippi State College for Women, 1922; M.A., Teachers College, Columbia University, 1928; graduate study, University of North Carolina, 1936, 1938, 1940; Breadloaf School of English, summer 1957.

Martin Paul Wehling, B.A., M.B.A.——Assistant Professor of Business Administration
B.A., University of Alabama, 1956; M.B.A., University of Mississippi, 1957; graduate study, summer 1957.

William J. Weiersheuser, A.B., M.A., Ph.D.——Associate Professor of German
A.B., Wayne State Teachers College, 1910; M.A., University of Nebraska, 1936; Ph.D., University of Iowa, 1955.

Paul F. Weisend, B.A., LL.B.......Assistant Professor of Business Administration

B.A., Duquesne University, 1949; LL.B., St. Mary University, 1955.

Ivah O. Wilber, B.S., M.A.......Associate Dean of Women

B.S., Michigan State Normal College, 1921; M.A., University of Mississippi, 1945.

Leon A. Wilber, A.B., M.A., Ph.D.......Chairman of Department of History and Government and Professor of History and Government

A.B., University of Michigan, 1927; M.A., 1929; Ph.D., 1939; post-doctoral, University of Chicago, University of Southern California.

Annette Bedford Wilder, A.B., M.A.......Order Librarian

A.B., Mississippi Woman's College, 1929; M.A., George Peabody College, 1948.

Albert F. Wilson, Jr., Major, U.S.A., B.S.......Assistant Professor of Military Science and Tactics

B.S., Roanoke College, 1940.

Henry Boyce Wilson, B.S., M.S., Ph.D.......Assistant Professor of Business Administration

B.S., University of Alabama, 1949; M.S., 1951; Ph.D., 1958.

Robert A. Woodmansee, B.S., M.S., Ph.D.......Associate Professor of Biology

B.S., University of Miami, 1948; M.S., 1949; Ph.D., Western Reserve University, 1952.

Walter H. Yarrow, B.S., M.A.......Assistant Professor of Health and Physical Education

B.S., Mississippi Southern College, 1950; M.A., 1951; graduate study, Rutgers University, 1954.

[2]Tommye C. Yates, B.S., M.S.......Instructor in Health and Physical Education

B.S., University of Chattanooga, 1954; M.S., University of Tennessee, 1955; graduate work, Colorado College, summer 1955.

Percy Baxter Yeargan, A.B., M.B.A., Ph.D.......Chairman of Department of Accounting and Professor of Accounting

A.B., Howard College, 1937; M.B.A., University of Alabama, 1955; Ph.D., 1957.

[1] Fall Quarter only.

[2] Appointed during 1958-59 academic year.

[3] Leave-of-absence, 1958-59.

[4] Leave-of-absence during part of 1958-59 academic year.

GRADUATE FELLOWS

Mary Agnes Anderson	English
John B. Balch	Psychology
Charles Beasley	Health and Physical Education
William Lewis Costley, Jr.	History and Government
Paul David Cotton	Music
Robert F. Couch	History and Government
Oliver T. Deen, Jr.	Counseling
Kathleen Edgerton	Speech
Richard Donald Hammonds	Counseling
Ann Hart	Music
Patricia Hays	Speech
Fred Hogue	Instrumental Music
Harold D. Howse	Biology
Selvey Johnson	Speech
Hilary Maldwyn Jones	English
Marilyn Lane	English
Henry Hollis Lansford	English
Carl Levon Little	History and Government
Quincy Albert Long	Biology
Alvin Jenkins Lowe	Reading Clinic
Titus McInnis	Psychology
George Marcoulier	Health and Physical Education
Alix Dumesnil de Maricourt	Foreign Language
Jack May	Health and Physical Education
Mercer Bowden Miller	Educational Administration
Perry Lou Milner	English
Larry Mitchell	Mathematics
James Loring Moncrief	History and Government
William C. Pendergrass	History and Government
James H. Quina	English
John Edward Russ	Health and Physical Education
Peggy Johnson Sellers	Business Education
Marianna Simmons	English
Judith E. Simonson	Psychology
Carl Bruce Stewart	Industrial Arts
Marsha Ann Stewart	Counseling
William S. Stewart	Speech
Bennett Strange	Speech
Jane Sullivan	Business Education
Mildred Myers Sullivan	English
Billy Thames	Health and Physical Education
Thomas J. Walker	Speech
Bobye Wayne Weathers	Health and Physical Education
Wayne Winstead	Health and Physical Education

STAFF MEMBERS

Mary Parker Ashcraft, B.S.	Social Director in College Union
Carrie Cleveland	Dormitory Hostess, East Stadium
Betty Cooley	Cashier in Business Office
Robert Denson, B.S.	Photographer
Louie Farmer, Jr., Th.M.. M.R.E., B.A.	B. S. U. Director
Paul Gillis	Director of Newman Club
Wallace Gordan, B.S.	Superintendent of Grounds
Jesse Gore	Manager, College Bookstore
Ernest Lawrence Harrington, B.S., M.Ed.	Athletic Trainer and Equipment Manager
Margaret Hartfield, B.S.	Secretary to Dean of the College
Myra Hickman	Director of Housekeeping
W. J. Huddleston, M.D.	Director of Student Health Service
Annie Bell Jones, R.N.	Head Nurse in College Clinic
Cullie Kilpatrick	Dormitory Hostess, Hickman Hall
Alma Ladner, B.S., M.A.	Assistant Director of Correspondence
Dora McCarver	Dormitory Hostess, Substitute
Agnes Magee	Dormitory Hostess, Mississippi Hall
Maurice L. Malone, B.S.	Purchasing Agent
Jessie Morrison, B.S.	Secretary to the President
Donald H. Myers	Assistant Director of Public Relations
Denson Napier, B.S., B.D.	Director of Wesley Foundation
Donna Nydegger	Chairman, Student Welfare Institute of Latin-American Studies
Richard A. Park. B.S., S.T.B.	Directory of Canterbury Club
Mary Parker	Coordinator of Veterans Affairs
John Melvin Phillips, B.S., M.A.	Field Representative
George T. Preer, B.A., M.A., B.D., Ph.D.	Director of Westminster Fellowship
John T. Reiter	Director of Public Safety
Kenneth Simons	Supervisor of Machine Services
Kenneth E. Smith, B.B.A.	Chief Accountant
Martin H. Stemme	Director of Janitorial Services
Pauline R. Stout, B.S., M.A.	Assistant Director Student Housing
Harry M. Thomas, B.S., M.A.	Director of Buildings
Lissa Weeks	Dormitory Hostess, Bolton Hall
Annette Weems	Recorder, Registrar's Office
Lindley Williams, B.S.	Director of College Cafeteria
Rhoda Williams	Postal Supervisor
Pauline Wilson	Dormitory Hostess, Hattiesburg Hall
Evelyn E. Wiltshire	Hostess, College Union
Nell Yarrow	Dormitory Hostess, Forrest County Hall

*FACULTY COMMITTEES, 1958-59

Academic Council: McCain, J. H. Allen, Barnes, Bigelow, Davis, Fortune, Fritzsche, Greene, Hardin, Kenna, Lane, Marsh, Milam, Morgan, Musgrave, Roberts, Staiger, Stegenga, Yeargan.

Academic Honors: L. A. Wilber, Barnes, Bigelow, Easterling, Fortune, Greene, Kenna, Landskov, Lane, R. Phelps, Weierheuser.

Administrative Council: McCain, J. H. Allen, Bigelow, Boroughs, Burns, Cleveland, Dale, Easterling, Fortune, J. M. Frazier, Fritzsche, Gough, Grantham, Green, Greene, Hartwig, R. B. Johnson, Kenna, King, Lane, Lenoir, Lucas, Marsh, Milam, Moorman, Morgan, Ogletree, Reindorp, Roberts, Smalling, Switzer, Walker, L. A. Wilber.

Admissions and Credit (Undergraduate): Lucas, J. H. Allen, Bigelow, Fortune, Grantham, Greene, Kenna, I. O. Wilber.

Admissions and Credits (Graduate): Lucas, J. H. Allen, Bigelow, Fortune, Greene, Kenna.

Adult Education: Morgan, J. H. Allen, Bigelow, Fortune, Greene, Kenna, Lucas, Mendenhall, Smalling, Steede.

Artist Series: Marsh, J. H. Allen, Eide, Hartwig, Hinds, Huck, Keck, Lyall, McDonald, Orange, R. Phelps, Roberts, Saetre, Stocker, Stout.

Assembly Programs: J. H. Allen, Ball, Gough, Grantham, Hartwig, Keck, Lyall, Marsh, Massey, Moorman, Nau, Staiger, Christian Federation President, Student Body President.

Athletics: Milam, Davis, Miller, Smalling, Switzer.

Calendar: Fortune, J. H. Allen, Bagley, Bigelow, Fritzsche, Gough, Green, Greene, Kenna, King, Lucas, Marsh, Miller, Morgan, Reindorp, Staiger, Stritch, Switzer.

Career Day: Lucas, J. H. Allen, Bigelow, Burns, Cleveland, Dale, DeVries, Ewel, Fritzsche, Gough, Grantham, Greene, Hays, Hooker, Hurst, Kenna, Lane, Longyear, Mannoni, Marsh, Massey, Saetre, Switzer, Walker, Treser.

Catalogue: Kenna, J. H. Allen, Bigelow, Fortune, Greene, Lok, Lucas, Moorman, Orange, Smalling, Switzer.

Certificates and Graduation: Kenna, George, Greene, Lane, Lok, Morgan, Slade, Walker, L. A. Wilber.

College Press: Burrus, Ballard, Buckley, Burns, Fike, Lyall, Moorman, R. Owings, Simonson, Slade, Stegenga.

College Union: Switzer, Gough, Grantham, Hartwig, Hays, Hooker, Kirkpatrick, Ogletree, Shivers, I. O. Wilber, Interfraternity Council President, Panhellenic Council President, Student Government 1st Vice-President, Student Government 2nd-Vice President.

Commencement: Fortune, J. H. Allen, Bigelow, Dale, Easterling, Fritzsche, Greene, R. B. Johnson, Kenna, Lok, Marsh, Ogletree, R. Phelps, Smalling, Stout, I. O. Wilber, L. A. Wilber, Officers of the Senior Class.

Community Charities: King, Burrus, Dale, Eubanks, Ewell, Flynt, Fortune, Maclin, Milam, Munn, St. Clair, Stocker, O. Thomas, Thompson, Warren.

Foreign Students Advisory: Reindorp, J. H. Allen, Burks, Kenna, Massey, Muckley, Weiersheuser.

Fraternities and Sororities: Switzer, Benner, Burrus, Chase, Davis, Felder, Gough, Grantham, Hopkins, W. Jackson, Munn, Musgrave, Nau, Roberts, O. Thomas, I. O. Wilber.

Graduate Council: Fortune, J. H. Allen, Bigelow, Burks, Boroughs, Daniel, Fritzsche, Greene, Hardin, Kenna, Marsh, Milam, Miller, Stegenga, L. A. Wilber, Woodmansee.

Graduate Fellowships: Fortune, Hartwig, McQuagge, Moorman, Musgrave, R. Phelps, Stegenga, Woodmansee.

Health: M. C. Johnson, Baley, Boxberger, Broxton, J. M. Frazier, Gough, Grantham, Hamilton, Huddleston, Smalling, Switzer, Walker, Warren, Weeks.

Housing: Smalling, Green, Gough, Hagenson, Jaeger, R. B. Johnson, Kenna, Moorman, Switzer, I. O. Wilber.

Library: Roberts, J. H. Allen, Barnes, Bigelow, DeVries, Fike, Fortune, Fritzsche, Gonzales, Greene, Hartwig, Lane, Magee, Moorman, Musgrave, R. Owings, R. Phelps, Stegenga, Van Hook, L. A. Wilber, Woodmansee.

Orientation: Massey, J. H. Allen, Barnes, Boroughs, Dale, Gough, Grantham, Kenna, Lucas, Moorman, Smalling, Staiger, Switzer, I. O. Wilber.

Placement Bureau: Lenoir, Barnett, Baley, Bigelow, B. Brown, Daniel, DeVries, Greene, Hinds, Hruby, Landskov, Lowrey, Massey, Milam, G. Smith, Stegenga, Treser, Walker, Wehling, L. A. Wilber, Wilson.

Public Relations: Cleveland, Buckley, Davis, Green, Hays, R. B. Johnson, Lyall, F. Lewis, Maclin, Mannoni, Marsh, Morgan, Myers, Saetre, Shivers, Slade, Smalling, Swartzfager.

Registration: Kenna, J. H. Allen, Bigelow, Dale, Easterling, Fortune, Greene, Jaeger, M. C. Johnson, Lucas, Massey, Morgan, Reindorp, Simons, Smalling, Switzer.

Religious Activities: Nau, Anderson, Barnett, Davis, DeVries, Farmer, Felder, George, Gough, Harmon, Hopkins, M. C. Johnson, Lyall, Napier, Preer, Reck, Thomae, Walker, L. A. Wilber.

Research and Creative Activities: Davis, Bahr, Barnes, Bigelow, Brent, Burrus, Easterling, Fike, Fritzsche, Gonzales, Kelley, Lane, Lyall, McQuagge, Milam, Moorman, Nicholson, R. Owings, Peters, R. Phelps, Simonson, Woodmansee.

Schedule Committee: Fortune, J. H. Allen, Barnett, Bigelow, Buckley, Greene,Moorman, Morgan, Musgrave, R. Phelps, Stegenga, Van Hook.

Scholarship Standards: Switzer, J. H. Allen, Bagley, Brent, Broxton, DeVries, Easterling, Fortune, Gough, Grantham, Hartwig, H. Jackson, Kelley, Kenna, Lane, Lok, Lyall, McQuagge, Massey, Moorman, Nicholson, R. Phelps, Sorbet, Staiger, Thompson, L. A. Wilber, I. O. Wilber, Yeargan.

Speakers' Bureau: Nau, Hartwig, Miller, Morreal, Rosso, Shivers, Simonson.

Special Education: Bigelow, Broxton, Burns, Frye, Kern, McCroskey, Miller, Peters, Staiger.

Student Aid and Scholarships: Switzer, Anderson, Fortune, Greene, Jaeger, R. B. Johnson, Kelley, Lane, Lucas, Mannoni, Marsh, Nicholson, Ogletree, I. O. Wilber.

Student Enrollment: Lucas, B. W. Brown, Buckley, Coleman, Davis, Eubanks, E. Frazier, Hopkins, Kenna, Lyall, Mannoni, Marsh, Nau, Ogletree, Saetre, Shivers.

Student Social Life: Kirkpatrick, Brent, Coleman, Davis, Eure, Gough, Grantham, Hooker, Hopkins, McCroskey, Swartzfager, Switzer, I. O. Wilber, President of Panhellenic Council, President of Interfraternity Council, First Vice-President of Student Government Association, Second Vice-President of Student Government Association, Social Chairman of Student Government Association, Chairman of College Union Activities Committee.

Testing: Massey, Barnes, Boroughs, Frye, Kern, Musgrave, R. Phelps, Staiger, Switzer.

Visual Education: Knight, Ambrose, Burks, Burns, J. Frazier, Hurst, Orange, Townley, L. A. Wilber.

*The President of the College is an ex-officio member of all committees.
The person named first on each committee is chairman of the committee.

GENERAL INFORMATION

HISTORICAL

The obvious need for better-educated teachers for all public schools of Mississippi and the organized efforts of the State Teachers Association culminated during the legislative session of 1910 in an enabling act establishing the Mississippi Normal College. This victory of progressive and democratic leadership inspired the first Board of Trustees to make broad and far-reaching plans for the new institution. The generosity of Forrest County and Hattiesburg in offering $260,000 in cash, 840 acres of land, and other valuable considerations for the privilege of having the college located in Hattiesburg made it possible for the newly-elected president and the board to begin the construction of buildings.

In September, 1912, the college opened with an enrollment of 220 students. The course of study, prescribed by legislative enactment, consisted of a certificate course and a diploma course. The need for such an institution and the success with which it was fulfilling its purpose was evidenced by an increase in the enrollment from 220 in the regular session of 1912-13 to 791 during the regular session of 1915-16 and 894 during the 1916 summer session.

The rapid development of high schools called for a higher course of study at Mississippi Normal College, and in 1922 the legislature authorized the college to grant degrees. In 1924 the name was changed to State Teachers College, and by 1929 the diploma course was dropped, the old certificate course having been discontinued several years before. In 1928 the Home Economics Department was certified for the training of vocational home economics teachers. In 1934 the Board of Trustees authorized the degree of Bachelor of Music. In 1938 the Bachelor of Arts degree was authorized, and in 1940 the name of the institution was changed to Mississippi Southern College.

In 1947 the Board of Trustees of Institutions of Higher Learning in Mississippi authorized Mississippi Southern College to give one year of graduate work leading to the degree of Master of Arts in education. In 1951 the board authorized an additional year of graduate work leading to the degree of Master of Education.

Throughout its history Mississippi Southern College has made a continuing contribution to the development of the public schools of the state.

The expansion of existing departments and the addition of new ones, the employment of new faculty members with superior training, and the general raising of academic standards have all played a part in making Mississippi Southern College the modern institution it is today.

The following men have served as president of Mississippi Southern College:

Joseph Anderson Cook, A.B., 1912-1928

Claude Bennett, A.B., A.M., 1928-1933

Jennings Bryan George, B.S., Ph.D., 1933-1945

Robert Cecil Cook, B.S., M.A., Ed.D., 1945-1955

Richard Aubrey McLemore, A.B., M.A., Ph.D., Acting President,
January 1 to September 1, 1955

William David McCain, B.S., M.A., Ph.D., 1955-

PURPOSE OF THE COLLEGE

Mississippi Southern College was founded for the purpose of serving the people of Mississippi. Although this service has been mainly in the area of teacher education, the college offers outstanding courses in liberal arts, preprofessional fields, fine arts, and many practical fields of knowledge. The faculty, library, laboratories, classrooms, special clinics, and student welfare services are equal to those in other colleges and universities in the United States.

Although the college is primarily concerned with resident teaching, it reaches, through various extension centers, workshops, and correspondence courses, citizens in all parts of Mississippi and in various other parts of the world. It is estimated that during the 1953-54 session more than 7,200 different individuals were served by the college, both on the campus and off the campus.

The college is proud of the friendly relationship between students and faculty members, and an effort is made to work with students as individuals in their educational, social, and religious development.

The purposes of the college as developed by the administration and the faculty are as follows:

1. To have a highly trained faculty, an imaginative, sympathetic, and understanding administration, an efficient, and cooperative staff, a wise and progressive Board of Trustees, loyal and active alumni, adequate equipment, and high academic standards.
2. To educate in the acquiring of knowledge, skills, disciplines, moral and ethical values and humanistic ideals and in the attaining of dignified, honest, and alert citizenship.
3. To base education on a sound and thorough understanding of the traditional and liberal areas of human knowledge.
4. To provide, together with counseling and guidance, a well-rounded program of activities for the purpose of developing in each student a well-balanced personality.
5. To provide areas of development in professional and vocational education in accordance with facilities of the college.
6. To develop in students the highest types of social graces.
7. To give each student an understanding of the nature and the fundamental problems of the physical world in which he lives and the moral and intellectual knowledge that will enable him to adjust himself to, or change, the environment in which he lives.

THE CAMPUS

Mississippi Southern College is located in Hattiesburg, near the center of South Mississippi. Excellent air, rail, and bus transportation services and a splendid highway system make it easily accessible to all parts of the state. The City of Hattiesburg provides excellent religious, social, recreational and shopping facilities for the college student. Buses run from the heart of the city to the campus every fifteen minutes.

The college campus consists of 840 acres, all of which lies within the city limits of Hattiesburg. Included on the main campus are the principal buildings of the college and the playing fields. The campus buildings are conveniently located, and the grounds are beautifully landscaped. In addition to the permanent buildings listed below, there is a veterans' village, including 40 apartments, and there are two temporary buildings used for instructional purposes.

The Administration Building is a beautiful structure located at the center of the campus. It houses the offices of the president, dean of the College and Graduate School, dean of School of Arts and Sciences, financial secretary, registrar, director of admission, director of public relations, placement bureau, and machine record services.

The Auditorium has a seating capacity of 1536 and stage facilities for dramatic productions.

College Hall is a three-story fireproof building containing recitation rooms and offices.

Southern Hall is a three-story fireproof building containing classrooms. It also houses in the basement the college bookstore and post office. A two-story annex contains offices of the dean of Student Affairs, dean of Women, dean of Men, and Student Counseling. On the second floor is a small air-conditioned auditorium seating 200.

Science Building is a truly modern fireproof structure especially designed for the use of the sciences. There are no inside corridors, and outside entrances to all rooms are from covered walkways. This building is designed to use natural light to the utmost and is completely air conditioned. This building was occupied in the spring of 1959.

The Library Building is a new, modern, two-story building completely fireproof and designed for up-to-date library operation. It will accommodate 200,000 volumes, open stack arrangement, and provide sitting space for 700 students. The second floor contains classrooms and laboratories for Library Science instruction. This building is air conditioned throughout, and it is anticipated it will be constructed, equipped, and ready for use by January 1960.

The Health and Physical Education Building is a modern, two-story brick building specially planned for departmental offices, classrooms, and women's physical education activities.

The Sports Arena is a modern brick-veneered building with 20,000 square feet of floor space. Folding bleachers make the total floor space usable. The building is used for major sports activities and for men's physical education classes.

The Field House is a new, modern brick building containing athletic department offices, dressing rooms for varsity sports and visiting teams, and facilities for class instruction in varsity sports.

The Industrial Arts Building, a two-story brick structure, is used by the Industrial Arts and Military Science Departments.

The Joe Cook Memorial Library is a two-story, air-conditioned brick building containing four large reading rooms, reference and periodical rooms, offices, and stock rooms for 80,000 volumes.

The Grace Bennett House and the **Kate Hubbard House** are frame dwellings used as home-management houses by the Division of Home Economics for the purpose of guiding senior home-economics majors in experiences involved in effective participation in the responsibilities and activities of the home.

The Home Economics Building is a two-story structure which houses the nursery school, classrooms, and laboratories of the Division of Home Economics.

The Frank E. Marsh Building houses the Fine Arts Division. It was completed in 1955. This facility provides air-conditioned, soundproof studies, practice rooms, and a concert hall.

R. C. Cook College Union Building was completed in 1956. It is a beautiful air-conditioned building with facilities for students, alumni, and religious groups on the campus.

The Danforth Meditation Chapel was completed in 1957 and provides a place for noon-day prayer services, meditation, and other religious functions.

West Hall is a reconditioned temporary structure providing facilities for drama and special education and eight classrooms for academic work.

The White House is a temporary structure used to house the Department of Mathematics.

The George Hurst School is a modern building of fourteen rooms and a library. It affords facilities for observation, participation, and student teaching in eight grades of public school work.

George Hurst School Gymnasium is a brick structure, with an ample playing floor and facilities for an audience of 700 people at games and exhibitions. It contains offices, storage rooms, lockers, showers, dressing rooms, and a lecture room.

Hattiesburg Hall and Mississippi Hall are dormitories for women. They are three-story fireproof buildings of modern construction. They contain comfortable bedrooms and reception halls, with well-appointed bathrooms on each floor.

Alma Hickman Hall, a women's dormitory joining Hattiesburg and Mississippi Halls, was completed in 1951. Its attractive bedrooms, with facilities for 104 students, are modern in every detail.

Willa Bolton Hall, a women's dormitory opened in 1954, is reserved for senior women. It is of modern, fireproof construction, attractively decorated and furnished.

Jones Hall is a new, modern, six-story brick fireproof women's dormitory with 101 rooms. This dormitory is attractively designed and will be occupied for the first time in the fall of 1959. All rooms are equipped with new furniture, including innerspring mattresses. The lobby and hostess apartments are air-conditioned, and the building is electrically wired to accept individual air-conditioning units in each room.

Honor House—This building, formerly the Faculty Women's Club, has been renovated for use as a women's dormitory. It has 16 rooms and a spacious lounge.

Scott Hall, a new, modern, four-story brick fireproof dormitory, will be occupied for the first time in the fall of 1959. This dormitory has 225 rooms equipped with new furniture, including innerspring mattresses. The lobby and hostess apartment are air conditioned, and the building is wired to accept individual air-conditioning units in each room.

Forrest County Hall is a three-story fireproof men's dormitory constructed on modern lines. It accommodates 124 students.

Weathersby Hall is a brick fireproof building constructed on modern lines, housing 120 students. It is used as a dormitory for men.

East Stadium Dormitory is a dormitory for men. It is a fireproof building constructed on modern lines, housing 140 men. The stadium will seat 5,000 people and furnishes the facilities of an athletic clubhouse.

West Stadium Dormitory is a dormitory for men. It is a fireproof building constructed on modern lines, housing 96 men. The stadium will seat 5,000 people. The rooms are attractively furnished.

McCleskey Hall is a 14-apartment building for faculty members. There are four 3-bedroom apartments, six 2-bedroom apartments, two 1-bedroom apartments, and two efficiency apartments.

Family Housing is located on the western edge of the campus. Construction will be completed soon on 13 two-story brick fireproof buildings that will be open for use in January 1960; consisting of 136 one-bedroom, living room and kitchen apartments, 88 two-bedroom, living room and kitchen apartments, and 16 three-bedroom, living room and kitchen apartments. In addition, there will be a central utility room housing automatic clothes-washing and drying equipment. All apartments are specially wired for installation of air-conditioning units.

McMillin Hall is a brick two-story men's dormitory constructed on modern lines, housing 120 students.

The Panhellenic House is a two-story frame building, housing sorority rooms upstairs, and sorority rooms, hostess apartment, general kitchen, and spacious lobby downstairs.

The Clinic is a two-story structure adequate for taking care of students with minor ailments. Registered nurses are on duty at all times, and two physicians are subject to call to give medical attention to students needing emergency treatment.

The Cafeteria was constructed in 1928. It has a capacity of 1,000. In 1952 the State Building Commission provided funds for completely redecorating and re-equipping the building. In 1956 the cafeteria was air-conditioned. The cafeteria has all modern conveniences for reducing labor to a minimum, for storing and preserving foods, and for serving well-planned, attractive meals. There are two dining rooms, where groups assemble for luncheon and dinner meetings.

The Institute of Latin-American Studies Building is a beautiful one-story building housing the Institute of Latin-American Studies. It includes all of the latest laboratory equipment for teaching English as a foreign language. It is completely air-conditioned.

The Powerhouse was erected in 1934. It houses the central heating plant and workshops for the college engineers.

The Swimming Pool, 45 feet wide and 105 feet long, with showers and locker room adjoining, and lighted for night use, is of modern design with machinery for filtering and purifying the water every eight hours.

The Memorial Station, at the campus entrance, is a small, beautiful structure given by students, faculty, officers, and friends of the college, and erected in honor of the students, officers, and faculty members who participated actively in World War I.

Rebel Hall is a temporary two-story building occupied by men students.

Green Village is a temporary housing project of hutments which are occupied by men.

THE INSTITUTE OF LATIN-AMERICAN STUDIES

Reginald C. Reindorp, Director

Conrow Muckley Stewart

The Institute of Latin American Studies was organized at Mississippi Southern College by the late Col. Melvin G. Nydegger in 1947. Its principal aim is to foster and promote better understanding and warmer relationships between the Americas. To implement this aim the Institute offers two general types of courses. One of these is for Latin American students who come to the United States for the purpose of learning to speak the English language and to learn about the culture and customs of the United States. Additional information about these orientation courses may be obtained by writing to the Director of the Institute.

The other general type of course offers training to American students who wish to prepare for work or a career in inter-American affairs. These courses are called Latin American Studies.

ORIENTATION COURSES FOR LATIN AMERICANS

Each quarter the Institute offers a ten-week orientation course with classes in the English language, conversation, composition, grammar, culture and customs of the United States. These courses are attended by business and professional people and students, all of whom are international guests from Latin America.

During the months which comprise the summer vacation for the schools of Latin America (December, January, and February) the Institute offers a sepcial five-week course for teachers. More advanced training of a technical nature is offered for both United States and Latin American teachers of English as a foreign language.

An examination to test the student's proficiency in English is offered at sepcified dates during the year. Any foreign student may take this examination by applying in the Institute two weeks in advance. There is a charge of one dollar ($1.00) each time the examination is taken except for orientation students in the Institute who may take it the first time free.

LATIN-AMERICAN STUDIES

The student who is interested in inter-American affairs will find many opportunities for study at Mississippi Southern College. There is also the advantage of mingling with Latin American students to become acquainted with their customs and culture and to practice speaking Spanish and Portuguese. The various departmental and divisional offerings in this field have been coordinated and developed into several inter-departmental curricula providing the following courses or degrees:

1. The Bachelor of Arts degree in Latin American studies, with emphasis on culture and history.
2. The Bachelor of Arts degree with a major in foreign trade.
3. The Bachelor of Science degree with a major in economics and related fields, with a minor in Latin American studies.
4. The Bachelor of Arts degree in secretarial studies.
5. A two-year course for bilingual secretary-intepreters or receptionists specializing in inter-Americans relations.
6. A short, intensive course in Latin American studies for graduate students, business men, professionals and technicians, and teachers.
7. The Bachelor of Arts degree in Latin American studies, leading to certification as a teacher of Spanish.
8. The Bachelor of Science degree in Latin American studies, which prepares for service careers in Latin America in the following areas: elementary education, reading specialists, home economics and homemaking, health education, sanitation, sanitary engineering, and others.

CAMPUS LIFE

LIVING ACCOMMODATIONS

Students not living in their homes should arrange to live on the campus. Reservations may be made by sending $8.00 to the director of housing. Students who wish to room together should make their reservations at the same time. Room reservations are accepted subject to the approval of application for admission to the college. Students already living in the dormitory rooms will be given until May 1 to make reservations. After that date, rooms are reserved in the order in which applications are received. Room deposit will be refunded if reservation is canceled ten days prior to the opening of the quarter for which the reservation is made.

Rooms are equipped with the following furniture: single beds with comfortable inner spring mattresses, a dresser, a chest of drawers, chairs, and study tables. Students must furnish all linens, bed coverings, pillows, and curtains. Dormitories are equipped with an air-ventilation system.

Lodging in the fraternity houses is available to fraternity members. Arrangements are made directly with the presidents of the fraternities. The fraternity presidents will furnish the director of housing with official lists of students living in their houses each quarter.

A limited number of houses and apartments are available on the campus for married students.

Students other than freshman women may live off-campus. A letter of parental permission for the women students must be on file with the dean of women.

Assistance in securing off-campus housing may be obtained through the Housing Office. Behavior of students permitted to live off-campus must be such that they are acceptable citizens of the community.

The dormitory lobbies which serve as social and recreational centers are supplemented by the R. C. Cook College Union Building. This building contains a lounge, a gameroom, a ballroom, a television lounge, a snack bar, offices for religious organizations and student government, and meeting rooms for other organizations, as well as five bedrooms, which are rented at a nominal fee to parents and other visitors to the campus. Students use the facilities of the College Union Building for games, music, enjoyment, social and religious activities, and other cultural and recreational purposes.

The Panhellenic House, the fraternity houses, the gymnasium, and the women's gymnasium also are available for social and recreational activities. Two private dining rooms adjoining the cafeteria may be used by clubs and organizations for banquets, dinners, and teas.

The college cafeteria serves well-planned, attractive meals at moderate prices. Special diets may be arranged at a small extra charge.

HEALTH SERVICES

The health record of the college is an enviable one. The health education program, which aims at teaching each person how to assume responsibility for safeguarding his health, is supplemented by the health services which the college offers.

A medical examination blank is given the student at the time he applies for admission to the college. The student should have the medical examination done by his family physician and should return the completed medical examination form to the college along with his application for admission. It is urged that any defects noted in the examination be corrected prior to the beginning of the session in which the student will enroll. The college reserves the right to require a medical examination of any student at any time. No student's admission is complete without a medical examination.

The college clinic is a well-equipped infirmary in which the ordinary illnesses occurring during the college year, but not during the vacation or recess periods, are cared for by the college physicians and nurses. Students with more serious illnesses or injuries, or those in need of immediate surgery, are referred to the regular hospitals in Hattiesburg. Such serious illnesses, injuries, and operations, together with hospital and medical care in private hospitals, cannot be the responsibility of the college.

A small charge is made when penicillin and antibiotic drugs as necessary prescriptions are given to the students. The college physicians have regular office hours for free consultation with students. A nurse is on duty twenty-four hours a day at the clinic.

SCHOLARSHIPS AND LOANS

A number of scholarships are offered to outstanding students for study at Mississippi Southern College. Some of these scholarships are given by the college and others are awarded by organizations interested in encouraging promising students to continue their college education. Educational loans are also available. Limited funds are available at the college for loans on a short term basis. Loans on a long-range basis are available to worthy students from several philanthropic foundations. The dean of student affairs should be contacted for information regarding the details of these two programs.

Scholarships are offered by the college to talented students in piano, voice, stringed instruments, and band. Awards are based on auditions conducted by the Division of Fine Arts.

Waiver of out-of-state fee is granted to a limited number of out-of-state students. These awards are based upon academic achievements, leadership, potential, and evidences of good citizenship. Applicants should request information from the office of the president.

EMPLOYMENT OPPORTUNITIES

A number of students are employed by the college both in secretarial and clerical work and in maintenance of buildings and grounds. The purpose of this employment is primarily to assist the student in earning a small part of his school expenses. Inquiries concerning these work assignments should be addressed to the dean of student affairs. The college also maintains a service to assist students in finding part-time employment in and near Hattiesburg. Students should remember, however, that their first business is to benefit by their college programs. Usually a student who spends several hours a day earning money must reduce his study load. Students should not expect to be able to earn a considerable part of their expenses and at the same time carry a full academic load. No student should plan a program that allows fewer than thirty hours a week for study.

STUDENT GOVERNMENT

The constitution of the Student Government Association at Mississippi Southern College states that the functions of the organization are "to insure a continuous exchange of ideas and opinions between the students and the administration, to secure valuable training and experience in democratic self-government, to assume the fullest powers and responsibilities of self-government consistent with the constitution and laws of the state of Mississippi and the policies of the president of this institution, to promote the general student welfare, and to protect the herein enumerated rights of students."

There are three branches of student government: the legislative, the executive, and the judicial. The executive officers and the members of the legislative branch, the Student Senate, are elected by direct vote of the students. The justices of the Student Court are appointed by the President of Student Government subject to approval by the Student Senate.

Many functions of student government are carried out by standing committees, chief of which are the Committee on Social Life, the Elections Committee, and the Executive Committee.

The Committee on Social Life has been active and successful in overall supervision of social affairs on the campus and in direct management of affairs which concern the whole student body, such as after-game dances, the annual Beauty Ball and the bringing of big-name bands to the campus.

The local government unit in each dormitory is called the Dormitory Council. Councils are coordinated by the Men's Affairs Board and Women's Affairs Board. These units regulate all matters relating to dormitory life.

Student Publications: The Student Printz is the college newspaper. **The Printz** is published weekly by a staff of students under the direction of faculty advisers. It provides a medium through which the students may express themselves and serves as an agency for disseminating news among the students and alumni. **The Southerner** is a yearly publication. It is published by a student staff under the direction of a faculty adviser.

Religious Life: Mississippi Southern College is a state school and is entirely nonsectarian. Religious life is encouraged, and every effort is made to cooperate with the local churches. The Christian Federation unifies the activities of all religious groups on the campus. Its executive council is composed of two elected representatives of the student body, who serve as chairman and vice-chairman, and the presidents of all religious organizations on the campus. The Federation works through a number of committees whose chairmen form the Federation Cabinet. The Christian Federation seeks to provide channels for worship and religious development. It sponsors Religious Emphasis Week each year.

The Wesley Foundation, the Baptist Student Union, the Christian Church Student Group, the Westminster Fellowship, the Canterbury Club, the Newman Club and the Vasa League are student denominational groups. Several of these organizations have full-time directors on the campus.

A number of ministerial students and active pastors of churches in and near Hattiesburg are students of the college. They have organized the Ministerial League for worship and study.

HONORARY AND ACADEMIC ORGANIZATIONS

There are five general honor societies on the campus. A general honor society is an association that receives into membership individuals who have achieved high scholarship and who fulfill such additional requirements of distinction in some broad field of education and culture or in general leadership as the society has established. Pi Kappa Pi is a national honorary society composed of men and women who have made grades of A on seventy per cent of their work while earning ninety consecutive quarter hours of credit. Membership in Pi Kappa Pi is the highest recognition for scholarship accorded at the college. Omicron Delta Kappa is a national honorary leadership society for college men. Membership in Omicron Delta Kappa is the highest recognition accorded men students of the college. Phi Eta Sigma is a national society which aims to encourage and reward high scholastic attainment among freshman men. Phi Delta Rho is a local honorary leadership society for college women. Membership in Phi Delta Rho is the highest recognition accorded women students of the college. Alpha Lambda Delta is a national society which aims to encourage and reward high scholastic attainment among freshman women.

Other national organizations having chapters on the campus include Alpha Epsilon Alpha (honorary accounting fraternity), Alpha Epsilon Delta (honorary premedical society), Alpha Psi Omega (honorary dramatic fraternity), American Chemical Society Student Affiliate, Beta Beta Beta (honorary biological fraternity), Delta Sigma Pi (professional business fraternity), Kappa Delta Pi (honorary education society), Future Teachers of America, Home Economics Club, Kappa Mu Epsilon (honorary mathematics fraternity), Kappa Omicron Phi (honorary home economics fraternity), Kappa Pi (honorary art fraternity), Phi Delta Kappa (professional education fraternity). Pi Kappa Delta (honorary forensic society), Pi Kappa Lambda (honorary music society), Mu Phi Epsilon (honorary music sorority), Phi Mu Alpha Sinfonia (honorary music fraternity), Tau Beta Sigma (honorary band sorority), Kappa Kappa Psi (honorary band fraternity), Pi Gamma Mu (honorary social studies society), Pi Omega Pi (honorary business education fraternity), Pi Delta Phi (honorary French society), Pi Tau Chi (honorary religious society), Sigma Alpha Eta (honorary speech fraternity), and Sigma Delta Pi (honorary Spanish fraternity).

Other honorary and academic organizations among the students include Elementary Council, Geology and Geography Club, Graduate Club, Little Symphony, "M" Club, Modern Language Club, Physical Education Club, Prelegal Forum, Psychology Club, School Administrators Club, Sociology Club, Southern Players, Southern Radio Players, Southern Singers, Veterans' Club, and Yellow Jackets Club.

The Hattiesburg Choral Union is an oratorio chorus, composed of students and citizens of Hattiesburg, which meets once a week for the purpose of studying the great master choral works. The organization presents "The Messiah" at Christmas.

The Vesper Choir is a choral organization composed chiefly of students. For many years it has been the custom for the choir to tour the state during National Music Week, presenting programs of sacred and secular music. The choir has sung in Philadelphia, Indianapolis, and Dallas, and before the National Federation of Music Clubs and the Louisiana State Federation of Music Clubs.

The Mississippi Southern College bands have an outstanding record of service to the college and the state.

The Marching Band is open to any regularly enrolled student. Its purpose is to provide color and atmosphere to athletic and community events, and to promote and enhance the dignity and reputation of the college.

The Concert Band and Varsity Band are made up of selected students. Both bands furnish opportunity for students who desire to play the best in instrumental music to become more proficient and also provide practice teaching for those desiring to be band directors .

There are two military bands on the Mississippi Southern College campus—the R.O.T.C. Band and the 313th Army Reserve Band. Both organizations are made up of college students. These organizations provide opportunity for those interested to receive extra financial assistance from government funds.

Scholarships in band are available to talented students. Auditions, held in the spring, may be arranged through the director of bands.

The Mississippi Southern College-Civic Symphony Orchestra is made up of faculty members and advanced students, and has won a unique place for itself as a concert organization of more than ordinary importance.

OTHER ORGANIZATIONS

Six social fraternities hold membership in the Inter-Fraternity Council of the college. They are Alpha Tau Omega, Kappa Alpha, Kappa Sigma, Pi Kappa Alpha, Phi Kappa Tau, and Sigma Phi Epsilon. Each fraternity has a house on the campus.

Seven social sororities hold membership in the Panhellenic Council of the college. They are Alpha Sigma Alpha, Chi Omega, Delta Delta Delta, Delta Zeta, Kappa Delta, Phi Mu, and Sigma Sigma Sigma. The Panhellenic Council has supervision of the Panhellenic House, which is used for social purposes and sorority meetings.

BEST CITIZENS AWARDS

At the beginning of each academic year the president appoints a secret committee from the faculty for the purpose of selecting, near the end of the academic year, two students who, through superior character, leadership, and scholarship, have made the greatest contribution to the life of the college during the year. One man and one woman are selected. Upon recommendation of this committee, the students so selected receive the Best Citizens Awards as a public recognition of services.

Since the institution of the Best Citizens Awards in 1936, the following students have received such recognition: 1936—Miss Mary Evelyn Blanks and Mr. Shelby Rogers; 1937—Miss Katie Ruth Field and Mr. Doris W. Rivers; 1938—Miss Lida Frances Gilliam and Mr. Thomas Carruth; 1939—Miss Virginia Cole and Mr. Buell Evans; 1940—Miss Ruth Martin and Mr. F. J. Dickey; 1941—Miss Hazeline Wood and Mr. Gerald Adams; 1942—Miss Dulcie Davidge and Mr. Leonard Lowery; 1943—Miss Evelyn Hocutt and Mr. Moran Pope; 1944—Miss Wilda Mae Mason; 1945—Miss Doris Fredendoll;—1946—Miss Colleen Gilmore; 1947—Miss Bessie Jean Carraway and Mr. Leonard G. Anderson; 1948—Mrs. Opal Anderson and Mr. Daniel W. Dabbs; 1949—Miss Annie Ruth Ervin and Mr. William F. Dukes; 1950—Miss Katharine Runnels and Mr. Edwin Schmeling; 1951—Miss Tommie Pope and Mr. Woodie Cook; 1952—Miss Dorothy Ann Styart and Mr. James Price; 1953—Miss Evelyn La Noel Montgomery and Mr. J. Cliff Thomas; 1954—Miss Martha Traylor and Mr. Don Kruger; 1955—Miss Laura Ann Wilber and Mr. Aubrey Lucas; 1956—Miss Patricia Culpepper and Mr. Jack B. Weldy; 1957—Mrs. Carolyn Smallwood and Mr. Frank Carlton

ATHLETICS

Mississippi Southern College is a member of the National Collegiate Athletic Association and the Southern Intercollegiate Athletic Association, and also has applied for membership in the Southeastern Conference.

Intercollegiate sports are football, basketball, baseball, track, tennis, and golf.

Seasonal intramural sports under the supervision of personnel from the Department of Health, Physical Education, and Recreation, give every student an opportunity to take part in competition. Among the sports included on the program are tennis, golf, water sports, touch football, basketball, softball, table tennis, badminton, volleyball, horseshoes, handball, track, and swimming.

The college golf course, tennis courts, swimming pool, playgrounds, and gymnasium facilities are available to the students for recreation.

MISSISSIPPI SOUTHERN COLLEGE ALUMNI ASSOCIATION

The Alumni Association has been in existence since the fifth year of the college. During the early years its chief function was related to placement service. Beginning with the session of 1945-46, the organization experienced a rebirth. Recognizing the fact that a working alumni association is vital to the development of the college, the Executive Committee began the organization of alumni groups in the various counties of the state. On July 1, 1953, a full-time executive secretary was employed.

Early in the 1945-46 session the Executive Committee, in cooperation with the college administration, began the publication of the **Alumni News**, which is mailed to active members four times each year. Once each year the magazine is mailed to all members on whom the Alumni Office has a record. It is the desire of the committee that all of the graduates and former students of the institution become active members of the Alumni Association.

The Alumni Association sponsored the drive to raise the funds necessary for the construction of the R. C. Cook College Union Building. These funds were secured from alumni, faculty, students, friends, and the people of Forrest County.

Two meetings of the general association are held each fiscal year, the first at the annual homecoming in the fall and the second at the Mississippi Education Association convention in Jackson.

At the 1954 Homecoming meeting, the association voted to designate March 30 as Mississippi Southern College Day. Former students of the college are urged to get together on this date when two or more reside in the same area. Organized chapters elect officers at this meeting. March 30 was selected from the important dates in the history of the school because it was on this day in 1910 that theMississippi Legislature enacted legislation establishing the college.

The officers of the association include: Daniel W. Dabbs '48, Hattiesburg, president; R. E. Shoemake '38, president-elect; Mrs. V. B. Bradley, Jr., '55, Columbia, vice-president; C. L. Milling '26, Meridian, past president; Powell G. Ogletree '48, Mississippi Southern College, executive Secretary; and S. A. Brasfield '29, Jackson, J. R. Switzer, '41, Hattiesburg, Perrin Purvis '38, Tupelo, and Miss Vivian Lee '37, Bogalusa, La., executive committeemen.

LYCEUM ATTRACTIONS

The Hattiesburg Concert Association and the Assembly Program Committee arrange an annual series of concerts and attractions by celebrated artists, dancers, and actors, which are held in the college auditorium. General tuition fees cover student admission to these events. The attractions offered in 1957-1958 were: Louis Kenter, famous British-Hungarian Pianist; The Robert Joffrey Theatre Ballet; Virtuosi di Roma; Lily Pons, famous Prima Donna Soprano of the Metropolitan Opera Company; and "The Merry Widow" by Franz Lehar.

COLLEGE THEATRE

Dramatic productions by the Southern Players, sponsored by the Department of Speech Arts, afford opportunity for all interested students to participate in the several phases of theatre activity: acting, design, stagecraft, and direction. At least one dramatic production is scheduled each quarter, and an experimental theatre is held each winter quarter with a series of one-act plays presented. In addition, one play for children is produced each year and is taken on tour. This program provides not only training for participating students but a well-rounded theatre program for the college audience.

Tryouts are open to all students of the college. Participation is particularly recommended for all students who plan to engage in dramatic activity in high school or elementary schools.

The following plays are some which have been produced during the past two years: "Oedipus the King," "The School for Scandal,' "Born Yesterday," "A Sleep of Prisoners," "The Curious Savage," "Antigone," "The Country Girl," "My Three Angels," "Brigadoon," "Dracula," "Guys and Dolls," and "Julius Caesar."

FORENSICS

The forensics program sponsored by the Department of Speech Arts includes training in debate and discussion, youth congress activities, and individual speech events such as oratory, radio speaking, interpretative readings, and after-dinner and extemporaneous speaking. Statewide and regional tournaments in each of these areas are entered each year. These trips give students experience in meeting college groups in Alabama, Mississippi, Louisiana, Georgia, Tennessee, Florida, Kentucky, Illinois, and Arkansas.

The major forensics tournament held on this campus is the Gulf States Speech Festival. This is usually held in the winter quarter.

Students in any department may participate in the forensics program.

RADIO

Mississippi Southern College has a well-equipped campus carrier wave radio station, WMSU, which operates five days a week. The station is student-operated under supervision and is designed to give students opportunities to study and practice radio announcing, writing, production techniques, and station operation procedures.

LIBRARY

The Joe Cook Memorial Library, erected in 1939 near the center of the campus, is planned for the purpose of furnishing the students and faculty of the campus modern facilities for research and reading under pleasant conditions. On the first floor are the reference, research, and periodical rooms; the card catalog and general circulation desk; and the cataloging and order departments. On the second floor are the graduate study room, the Sam Woods Collection, the bound periodicals, and the library science laboratory and study room. At present the main library contains more than 100,000 books with 8,000 or more titles being added annually. The periodical room is supplied with approximately 800 current mazagines and many daily newspapers, including some microfilm and microcard editions. The library is a depository for United States government documents and for Mississippi state documents.

The library is open from Monday through Friday from 7:45 A. M. to 10:00 P. M., and on Saturday from 8:00 A. M. to 6:00 P. M.

THE SAM WOODS COLLECTION

The Sam Woods Collection, a gift of the late Sam E. Woods, alumnus of Mississippi Southern College and retired consul general of Switzerland, is comprised of paintings, large Flemish tapestries, antique furniture, and rare books. In the collection are 230 paintings, including the Holy Family by Amigoni from the Stennis Collection, a Murillo copy of the Holy Family from the Prado Gallery, and many Rembrandt and Durer etchings and woodcuts, as well as oils and water colors by contemporary German artists. They have been hung in the president's home, the library, and other main buildings throughout the campus. This collection of paintings is probably the largest in the state. Much of the furniture is of the Renaissance period.

The very valuable collection of more than 1100 early printed and fine press books includes several rare Bibles which have hand-carved bindings and which are illustrated by Durer and other artists. The collection also includes several atlases of the sixteenth and seventeenth centuries. Of special interest are approximately fifty beautifully illuminated pages from incunabula, as well as globes made before 1800 and maps of America and other countries made before 1700. This collection is housed in the Sam Woods Room in the library.

NURSERY SCHOOL

The College Nursery School was established as a unit within the Division of Home Economics to provide a laboratory in which college students might observe the development and relationships of a group of normal, healthy young children and participate in directing the various nursery school activities. The school accommodates children between the ages of two and a half and five years. It operates on a full schedule (nine o'clock in the morning to three o'clock in the afternoon) five days per week.

The daily program is planned to create an environment rich in possibilities for developing the child's mental, physical and social self as well as attaining a greater degree of emotional maturity. Independence is encouraged in all children throughout the daily activities. The enrollment is made up of an equal number of boys and girls in the various age groups from town, faculty and student families.

The Nursery School, which was the first to be established in Mississippi, is located on the first floor of the Home Economics Building. The Nursery School has ample space indoors and a large porch and fenced-in play area outdoors. In both space and equipment it meets high standards. The climate permits outdoor play the year round. Requests for registration must be filed with the director of the Nursery School well in advance of the time the child is to be enrolled. The children are not selected from any particular group, but any child may qualify who meets the age and developmental requirements.

THE LABORATORY SCHOOL

The George Hurst School, formerly known as the Demonstration School, is a fundamental part of the teacher-education program. It is a fully accredited school which serves as an integrating center in which students from all divisions of the college may study in their particular fields.

The first major purpose is to provide a superior school from the first through the eighth grades. This program is designed to meet the needs of the children and the community which it serves.

The second major purpose of the school is to provide college students with an opportunity to do observation, student teaching, and some educational research. In as natural and as realistic a setting as possible the school gives to the prospective teacher the privilege of actually beginning his teaching career under intelligent and sympathetic supervision and guidance.

PLACEMENT BUREAU

Mississippi Southern College has a year-round placement service for the benefit of its graduates as well as for employers who seek college-trained personnel. The college maintains cordial relationships with many employers, and every effort is made to assist registered applicants in finding satisfactory positions in their respective fields.

It is advisable for students to register during the first quarter of their senior year if they are to receive full benefit of the services of the Placement Bureau, such as job information and interviews with campus recruiters.

SPECIAL EDUCATION AND CLINICAL SERVICES

Mississippi Southern College continues to train the majority of teacher-specialists working in the public schools of Mississippi. The special education curriculum has been expanded to meet the higher certification requirements recently established for teachers of exceptional children.

Students interested in entering the field of special education are afforded opportunity for clinical experience as well as a sequence of courses designed to prepare them for several of the fields of work in special education. This program provides for experience in diagnostic and remedial reading, theory and practice dealing with the problems related to speech and hearing, and work in both the theoretical and applied areas of psychology.

The special education services provide psychological testing for the diagnosis and selection of mentally retarded children for special classes in the public schools, working in cooperation with the state supervisor of special education.

COLLEGE READING CENTER

In order to provide opportunities for reading improvement to the college students, the College Reading Center was established in 1953 as an adjunct of the Reading Clinic.

Testing, counseling, and instruction are provided in several areas of reading: increasing speed of comprehension, developing vocabulary, and improving study skills and habits.

There is no charge for this service for college students.

THE READING CLINIC

The nationally recognized Mississippi Southern College Reading Clinic is one of the best equipped clinics of its kind in the South. Its testing and individual teaching facilities offer excellent training for prospective specialists in the reading field, and also for teachers wishing to become more proficient in the teaching of reading.

In addition to an excellent collection of professional books, many attractive children's books and remedial training material, the Reading Clinic has the best obtainable equipment, including a telebinocular, orthorater, audiometer, tachistoscopes, opthalmograph, reading films, film-strips, projectors, and a perceptoscope. Practical training with these is given to teachers enrolled in Reading Clinic courses.

A graduate course sequence leading to the Master's degree with a major in the psychology of reading has been instituted to help fill the demand for qualified, well-trained reading specialists. A program of research in this area is also under way.

A new and important function of the Reading Clinic is to give correction and developmental reading help to students in the college. Individual and small group teaching, as well as regular college classes stressing efficient study habits and effective speed of reading, is available to all college students.

Among the services offered to the community by the Reading Clinic, in addition to the training facilities, are diagnostic testing of children with reading problems and counseling with them and their parents. Remedial instruction by qualified teachers is given to a limited number of children who are retarded in reading.

Children may be referred to the clinic by superintendents, teachers, parents, vision specialists, and other agencies. The fee for a complete educational diagnosis and a suggested program for remedial procedures is $10.00 or a proportionate part, based on ability to pay.

Daily instruction is given to out-of-town and local children throughout the school year and through the summer months. If a child is enrolled in the clinic for individual remedial instruction, the fee is $20.00 per month. It is usually desirable to have a child receive instruction five periods per week. The total number of hours for remedial training required by a child will vary with the extent and type of difficulty exhibited.

A limited amount of orthoptic training is conducted by an optometrist under the auspices of the Reading Clinic. These procedures are undertaken whenever the staff or other qualified persons prescribe such training.

The increased demand for teachers who are qualified as reading specialists has brought about the extension of courses to meet this demand. Write to the director of the Reading Clinic for information.

SPEECH AND HEARING CLINIC

The Mississippi Southern College Speech and Hearing Clinic has a dual function. One is to provide facilities for the training of specialists in the area of clinical speech and audiology. A second function is to provide clinical services for persons with speech and hearing problems.

Courses are offered in speech and hearing at the undergraduate level leading to either a Bachelor of Arts or a Bachelor of Science degree. A Master of Arts degree may be earned at the graduate level. Clinical training and course sequences meet the certification requirements of the American Speech and Hearing Association.

Clinic services include both diagnostic examinations and therapy programs for both children and adults who have speech or hearing problems. These services are for both college students and members of the community. A nominal fee is charged for clinical services.

EXTENSION AND SCHOOL SERVICE

PURPOSES AND AIMS

The purpose of the Division of Extension and Correspondence is to make available, as largely as possible, to every community and every individual in the state the advantages of general equipment, educational training, and specialized information represented on the college campus.

ORGANIZATION FOR SERVICE

EXTENSION CLASSES

Mississippi Southern College is prepared to serve adults of Mississippi through extension classes held in local communities. Arrangements have been made to offer by extension any course included in the regular college catalog on condition that instructors and satisfactory library and laboratory facilities are available. In the fields of commerce, health, English, education, psychology, geography, speech, and social studies, it is possible to offer a number of courses without special library arrangements other than those available through the college.

CONSULTATIVE SERVICE

Consultative services are available through the Division of Extension and Correspondence to teachers, administrators, and boards of education for the improvement of instruction and administration in the public schools of Mississippi.

IN-SERVICE COURSES

Certain short term in-service non-credit courses are offered upon request. These courses may be planned with certain sponsoring groups when a particular need arises in a community.

CORRESPONDENCE STUDY

For the convenience of those who are unable to attend college, a well-rounded curriculum is offered by correspondence at a nominal fee in selected subjects carrying college credit. Approximately one-fourth of the requirements for the bachelor's degree may be met through correspondence and/or extension courses. All courses for college credit given by correspondence count for regular credit in the college and for approved credit on state certificates. However, such courses do not carry quality points or residence credit. High school courses are offered by correspondence and are acceptable as entrance credits by the college.

GENERAL REGULATIONS FOR EXTENSION CLASSES

1. Any person qualified to profit by an extension course may be admitted to the classes for non-credit study. However, those who expect college credit for a course must meet regular admission requirements. Students will not be permitted to do extension work during regular attendance at any college.

2. Extension classes spend the same number of hours in recitation as are required for the same course taken in residence. No extension class may meet for more than sixteen hours in one week or four hours in one day.

3. Extension classes are organized upon proper petition. Any school principal, superintendent, or responsible local citizen may petition for an extension class, provided he has secured the signatures of not less than

fifteen qualified persons who join the request for the same course. Blanks for signatures may be secured from the Extension Division. Before mailing the petition to the Extension Division, the prospective class members should make sure that they can provide a suitable classroom, with lights and heat to be furnished without cost to the college.

4. The registration fee for extension is $6.00 per quarter hour in both undergraduate and graduate courses.

5. The Mississippi Southern College Bookstore may sell or rent books to students taking extension work, or books may be purchased directly from the publisher.

6. Non-credit short term courses may be organized through the Extension Division. These courses may be of different lengths of time depending on the need of a particular community group. Fees must be set according to the type of program planned, the number of participants, and the facilities provided.

Certificates may be granted to members participating in these short-term courses if requested by the sponsoring group. Fees for certificates will be included in the cost of the course.

7. No student may register in any extension course after the beginning of the third class meeting. All fees are to be paid not later than the second meeting of the course.

8. Fees are not transferable and are not returnable after the second meeting of the class.

CORRESPONDENCE COURSES

INTRODUCTION

Although the direct or residence method of instruction is superior in some respects, the correspondence method of study presents a number of advantages which make it particularly suited to the need of the serious student who is actively interested in the mastery of his studies.

Some of the more apparent advantages of correspondence instruction are as follows: a correspondence course may be begun at any time and completed without interruption as rapidly or as slowly as desired; the student may concentrate on one course at a time; he is unhampered by limitations of time in studying or reciting, or by the rate of a class through the course; every part of each assignment is covered thoroughly, individual attention being given to each student, which insures the mastery of the course; the recitations take written form, giving training in logical thinking and arrangement of data, and developing the student's ability of expression; writing the recitations helps the student to remember the significant points of the course, and the written assignments give it permanent form, easily accessible for future reference; and finally, correspondence study, seriously undertaken, develops in a marked degree the student's initiative, self-reliance, accuracy, and above all, his perseverance.

GENERAL INFORMATION

Correspondence courses do not offer a short cut; they are organized to coincide as closely as possible with the corresponding courses offered in residence at the college and usually given by the instructor having charge of similar residence courses. The chief merit of such courses is that they offer the isolated student, teacher, housewife, and businessman the opportunity of advantageously utilizing spare hours at home in the pursuance of studies for college credit under college tutelage.

A correspondence course is presented in a number of assignments, usually twenty-four for a four-hour course. Several hours of preparation are expected on each assignment, since an assignment represents approximately one half week's work in residence. Each assignment contains full directions for study, including references to the text, necessary suggestions for assistance, and questions to be answered. Upon satisfactory completion of a correspondence course, including a final examination, college credit will be granted.

HIGH SCHOOL CORRESPONDENCE

Mississippi Southern College, in cooperation with the State High School Accrediting Commission, established a Department of High School Correspondence in 1946. The specific aims of this department are varied, but the primary purposes are (1) to provide opportunity for further study to those for whom it is inconvenient to attend regular school, (2) to expand the high school curriculum, and (3) to provide courses meeting specific college entrance requirements.

A student taking high school correspondence work for credit must have a supervisor, to be appointed by the high school superintendent. The supervisor must not be a parent or guardian of the student.

Further information may be secured from the Department of High School Correspondence, Mississippi Southern College, Hattiesburg, Mississippi.

COLLEGE CORRESPONDENCE

1. The matriculation fee for a correspondence course is $5.00 per quarter hour. Thus the fee for a four-hour course is $20.00, for a three-hour course, $15.00, and for a two-hour course, $10.00.

2. Textbooks may be ordered by the student from the college bookstore or from the publisher whose name and address are listed on the first assignment sheet as well as in this bulletin following each course description. The price of textbooks may change slightly without notice. Used textbooks may be purchased from the college bookstore for 80% of the new book price. Any correspondence about textbooks should be addressed to the Mississippi Southern College Bookstore, Station A, Hattiesburg, and NOT to the Extension Division.

3. Fees are not returnable after lesson assignments have gone out of the correspondence office. Fees are not transferable.

4. If credit is desired, the student must meet the usual college entrance requirements and the course prerequisites. Only those courses numbered below one hundred are open to students of freshman or sophomore rank.

Freshman courses are numbered 1 through 49.

Sophomore courses are numbered 50 through 99.

Junior courses are numbered 100 through 149.

Senior courses are numbered 150 through 199.

Graduate courses are numbered above 500 and are not offered by correspondence.

5. No more than forty-eight quarter hours earned in extension and correspondence may be counted toward a degree from Mississippi Southern College. All of the forty-eight hours may be earned by extension, or all of the forty-eight hours may be by correspondence or in any combination of the two as long as the total is not more than forty-eight quarter hours.

6. Students seeking enrollment for correspondence study courses are required to fill out an application blank for each course desired. A student may not enroll for more than one course at a time.

7. The maximum time for the completion of a four-hour course (twenty-four lessons) is one year from the date of acceptance of the application. For reasons considered adequate by the Extension Division this time may be extended one time for three months upon payment of a fee of $3.00. Application for extension of time should be accompanied by the fee for such extension. No such application can be considered unless received before the date of expiration of the course.

8. The minimum time for the completion of a course is one month from the date of beginning work, provided assignments are sent in two or three at a time at regular intervals proportionately spaced over the minimum time.

9. Students will not be permitted to rush through correspondence courses. Lessons should be carefully prepared and the student should not apply for the final examination until he is adequately prepared to take it.

10. No work may be done by correspondence while a student is in attendance at any institution of learning unless he has written permission of the dean of his college. It must be understood that if correspondence is allowed while in residence, it becomes a part of the student's load for the quarter, and the work must be completed within that quarter. Courses taken during the Christmas vacation period will be counted as part of the student's load for the winter quarter.

11. Teachers in service will not be allowed to complete more than four quarter hours per quarter. Correspondence work and extension may be taken at the same time if the rule that no more than four quarter hours may be taken in any one quarter is observed.

12. As the lessons are completed, the student should mail or bring them to the correspondence office for correction by the instructor.

13. Credit will not be allowed when there is evidence that unfair assistance has been obtained either on the lessons or the final examination. Students denied credit for this reason may not repeat the course by correspondence.

14. Two persons from the same school community or the same family are requested not to register for the same course, because persons taking correspondence are not to work together except in correspondence class.

15. The examination is to be taken under the supervision of a city or county superintendent of education and without the use of notes or the textbook. The examination for a correspondence class, however, will be administered by the instructor.

16. Correspondence courses may not be taken to remove failing or incomplete grades received in campus courses without the written approval of the dean.

17. Students under suspension from any college will not be permitted to take correspondence during the period of suspension.

18. A non-residence course in correspondence that is to be used to complete graduation requirements must be completed, including the examination, and be in the hands of the correspondence department not later than two weeks before the date of the commencement at which the student aspires to receive his degree.

19. The Correspondence Department is not responsible for lessons lost in the mail because of insufficient postage or otherwise.

20. Correspondence classes may be organized upon proper petition. Any school superintendent, principal, or responsible local citizen may petition for a correspondence class provided he has secured signatures of not fewer than eight qualified persons who join the request for the same or similar courses. Blanks for petitioners' signatures may be secured from the Correspondence Department. Before mailing the petition to the Correspondence Department, the prospective class members should make sure that they can provide a suitable classroom with light and heat to be furnished without cost to the college.

RULES FOR PREPARATION OF ASSIGNMENTS

1. Use 8½x11 light-weight typing paper. Envelopes addressed to the Correspondence Department are sent with the outline of the course. The lessons must be mailed in these envelopes, three or more assignments to an envelope.

2. In preparing assignments, observe carefully the following rules:

   a. Write on one side of paper only.

   b. Write with ink or use typewriter.

   c. Leave a margin of one inch on left side of paper.

3. Write your name and address, the name of the course, and lesson number at the top of the first page of each assignment.

4. Do not include any letters with lessons. All business and other communications must be written on a separate sheet and mailed in a separate envelope. The department is not responsible for any delay caused by letters being enclosed with assignments.

5. At the end of the course, return all assignment sheets together with the last lesson.

MAILING OF LESSONS

1. In the upper left corner of the envelope addressed "Department of Correspondence," in which the recitation paper is enclosed, write your full name and address.

2. In the lower left corner of the envelope, write the name of the course and numbers of the assignments.

3. Have your lessons weighed before mailing; be sure there is enough postage on them. When the postage is insufficient, the lessons will not be accepted by the Extension Division until full postage has been paid.

EXAMINATION INSTRUCTIONS

1. The lesson assignments are intended to assist the student in preparation for the examination.

2. Upon completion of the assignments the student must immediately make arrangements with the Correspondence Department for the examination. Request for examination must not be enclosed with lesson assignments, but must be mailed in a separate envelope.

3. Final examinations are held either by regular instructors of Mississippi Southern College, instructors in other institutions of higher learning, county superintendents, or superintendents of independent districts selected by the student and approved by the director of correspondence. A student may defer examination on a completed course until he enters the college for residence work, in which case the examination must be taken

within one week after the student registers. Permission to defer should be requested in writing.

4. A student may not spend more than three hours on the examination.

5. Before beginning the examination all books and papers must be removed from the desk except the examination papers.

6. The student must use ink when writing the examination.

7. No second examination will be given.

8. Students who are taking a course to remove a failing grade received in a campus or correspondence course may be required to come to the campus for the final examination.

COURSES OFFERED BY CORRESPONDENCE ON THE COLLEGE LEVEL

Commerce

40 Introduction to Business
55 Principles of Economics, Part I
56 Principles of Economics, Part II
71 Principles of Accounting I
72 Principles of Accounting II
73 Principles of Accounting III
103 Business Correspondence
107 Economics of Consumption
130 Principles of Marketing
134 Salesmanship
166 Business Law I
167 Business Law II

Education

20 The Teacher and the Community
66 The Modern Elementary School
101 Arithmetic in the Elementary School
103 Social Studies in the Elementary Grades
107 Reading and Language Arts in the Elementary School
113 Principles of Teaching in High School
117 Methods and Materials in Children's Literature
128 Historical Foundations of American Education
143 Methods and Materials in the Elementary Grades
151K (Formerly Mathematics 131) The Teaching of High School Mathematics
151L (Formerly History 125) Methods in Social Studies—Secondary
162 Curriculum of the Secondary Schools
163 Current Curricular Organization and Its Improvement
169 Tests and Measurements

English

73 An Introduction to Literature
74 An Introduction to Literature
185 Literature of the South

Geography

110 Geography of United States and Canada
118 Geography of South America, Mexico, and the Caribbean Countries
145 Advanced Economic and Commerical Geography

Government

25 American Government
130 State Government

Health

27 Community Hygiene
79 Personal Hygiene
125 Problems of Child Health

History

27 World Civilization, 5000 B. C. to 1648 A. D.
28 World Civilization Since 1648 A. D.
61 Problems in American History
62 Problems in American History, Continued
129 Recent American Foreign Relations
138 History of the Old South
140 Civil War and Reconstruction
166 (Formerly 176) Reformation and Revolution
170 Recent European History

Mathematics

21 Basic Mathematics
31 College Algebra
32 College Algebra
35 Plane Trigonometry
75 Analytical Geometry
76 Analytical Geometry
138 The History of Mathematics

Physical Education

56 History of Physical Education
70 Introduction to Physical Education
100b Techniques in Coaching Varsity Basketball
100c Coaching of Baseball
151 Physical Education in the High School
190 Organization and Administration of Health and Physical Education

Psychology

65 General Psychology
116 Human Growth and Development, Part I: Child
119 Educational Psychology
132 Human Growth and Development, Part II: Adolescent
137 Mental Hygiene

Recreation

140 Recreation Leadership

Sociology

107 (Formerly 75) Rural Sociology

Speech Arts

106 History of the Theatre

COURSES OFFERED BY CORRESPONDENCE ON THE HIGH SCHOOL LEVEL

COMMERCE

Elementary Shorthand Vx
Elementary Shorthand VIx
General Business XIIIx
General Business XIVx
Elementary Typewriting Ix
Elementary Typewriting IIx
Advanced Typewriting IIIx
Advanced Typewriting IVx
Bookkeeping IXx
Bookkeeping Xx
Commercial Law XVIIx-46
Business Arithmetic IXx

ENGLISH

Ninth Grade English Ix
Ninth Grade English IIx
Tenth Grade English IIIx
Tenth Grade English IVx
Eleventh Grade English Vx
Eleventh Grade English VIx
Twelfth Grade English VIIx
Twelfth Grade English VIIIx
Effective Business Correspondence XXIx-55
Journalism IXx-52

HOME ECONOMICS

Homemaking Ix
Homemaking IIx
Homemaking IIIx
Homemaking IVx

LANGUAGES

First Year Spanish XLIx
First Year Spanish XLIIx
Second Year Spanish XLIIIx
Second Year Spanish XLIVx
Beginning French XXXIx
Beginning French XXXIIx
Second Year French XXXIIIx
Second Year French XXXIVx

MATHEMATICS

Elementary Algebra Ix
Elementary Algebra IIx
Plane Geometry IIIx
Plane Geometry IVx
Advanced Algebra Vx
Advanced Algebra VIx
Trigonometry VIIx
Solid Geometry VIIIx54
General Mathematics XIx-50
General Mathematics XIIx-51

SCIENCE

Biology Vx
Biology VIx
General Science IIIx-47
General Science IVx-47

SOCIAL SCIENCE

World History IIIx
World History IVx
American History Vx
American History VIx
American Government XIIIx-52
Economics XIx
World Geography Ix
Problems in American Democracy VIIx

THE EVENING COLLEGE

The Evening College of Mississippi Southern College is designed primarily to serve the adult population of Hattiesburg and other communities within commuting distance. It is believed that education, to be maximally effective, must be a continuous process and that the evening program presents rich opportunities for self-improvement to its present and potential clientele.

The success of the Evening College is evidenced by its ever-increasing enrollment and the rapid expansion of its curriculum, which is being designed more and more to meet the needs of the individuals and business organizations of the community. The Director of the Evening College acts as coordinator of programs, standing ready for consultation with students in the planning of courses of study. Individuals or groups experiencing needs which are not being currently cared for through Evening College offerings should communicate such needs to the director of the program.

The major purposes of the Evening College are to provide adults:

1. An opportunity to learn the liberal arts of reading, writing, and listening;
2. An opportunity to increase their understanding of the world through the social sciences, the natural sciences, the use of the college library, and participation in various programs of community interest;
3. An opportunity for improvement of professional competencies through training in the business and professional fields.

Students may register as auditors, special students, or classified degree candidate students. Auditors are those who do not desire credit for their work. They are admitted to classes upon the payment of one-half of the regular tuition charges. Individuals are classified as special students without submitting formal transcripts of previous work when they plan to transfer to their former school for graduation. They must present official statements of good standing at the college from which they come. Other irregular students may be classified as special students with permission of the Admissions Committee. Degree candidate students must meet all requirements for admission as set forth in the college catalogue.

Students may withdraw from classes during the first four weeks of a quarter without record of grade. To withdraw officially, students must notify the Dean of the College in which they are registered.

The Evening College reserves the right to eliminate classes in which an insufficient number register. Students who have enrolled in such classes may transfer to other classes, or receive a full fee refund.

The cost of attendance in the Evening College is $6.00 per quarter hour, or $24.00 for a four-quarter hours course. An additional fee of $1.00 is charged each student for the operation of the College Union Building.

The Evening College also sponsors certain community service courses, commonly called "non-credit" courses, which carry no credit toward a degree. Such courses are designed to meet interest demands of the community-at-large. They may run one day, several weeks, or several months. They may take the form of a lecture series, discussion group, regular class, workshop, or any other method of group study. Separate fees may be designated for these courses.

THE GRADUATE SCHOOL

(A Graduate Bulletin is available on request)

The graduate program at Mississippi Southern College is based upon firm foundations and ideals of academic excellence, scholarship, and research. These ideals are carried forward by a well-trained and carefully selected graduate faculty utilizing effectively the physical facilities of the college.

In the field of education, Mississippi Southern College takes seriously its responsibility for preparing teachers, supervisors, and administrators for all branches of public school service. In the School of Education the masters degree is available in the following fields: school administration and supervision, secondary education, elementary education, communications, psychology of reading, administrative personnel and counseling, health and physical education, home economics education, industrial arts, music education, business education, and speech education. In addition, a year of work beyond the masters degree is available in the following fields of study: school administration and supervision, secondary education, and elementary education. This work is designed to meet the needs of those who wish a terminal degree beyond the masters degree and, also, for those who expect to pursue work toward a doctorate.

The masters degree is also offered in several subject-matter fields. In the School of Arts and Sciences, these include the biological sciences, the physical sciences, mathematics, the social sciences, English, and speech. In the School of Commerce and Business Administration, the masters degree is offered in business administration and economics. In addition, subject-matter masters degrees are offered in the Division of Fine Arts with a major in music and in the Division of Home Economics (major in home economics).

ADMISSION TO GRADUATE SCHOOL

Admission to Graduate School does not imply that the student is admitted to candidacy for a degree.

A student who is a baccalaureate graduate of institutions approved by a recognized accrediting agency, with a point average of 2.5 (4-point system) in the last two years of undergraduate work, may be admitted to the Graduate School of Mississippi Southern College.

A student with a point average below 2.5 (on a 4-point system) in the last two years of undergraduate work may be admitted by the Graduate Admissions Committee on probation to the Graduate School. This probation on the recommendation of the major professor may be removed by completing twelve (12) quarter hours of graduate work with a grade average of B.

A student shall present a minimum of twelve (12) quarter hours of work of senior college grade in the subject or field chosen for the graduate major. A student otherwise qualified but lacking these basic courses may be permitted by his major professor to remove these deficiencies by completing these courses or demonstrating competence in his chosen field.

The requirements for admission to candidacy for degree, as well as all other requirements for the various graduate curricula, are listed in detail in the Graduate School Bulletin.

FELLOWSHIPS

A limited number of fellowships are available in almost every department offering graduate work. Application for these fellowships should be made with the Dean of the College and Graduate School before April 1 of each year. Further information about fellowships can be acquired by writing the Dean of the College and the Graduate School.

EXPENSES

A primary objective of the college is to hold to a minimum the expense of its students. Changes in fees are made whenever possible, to benefit the students. Increases are made only when required for support of the institution or improvement of the activity program of the students.

BUSINESS REGULATIONS

Announcements concerning expenses and furnishings are subject to change without notice and may not be regarded as binding obligations of the college. In time of changing conditions this stipulation is necessary.

Expenses are in the form of incidental fees, room, board and special fees.

INCIDENTAL FEE. This fee is used for general support of the college and consists of charges for matriculation, library, athletic activities, health service, student union, college newspaper, laboratory, concert series, maintenance, etc.

ROOM AND BOARD. These fees are assessed for all students living in college-controlled housing. The board fee is assessed for all students living in fraternity houses, and in certain cases fraternity room fees are assessed by the college. All students rooming in dormitories or fraternity houses are required to take their meals in the college cafeteria.

No reduction in room and board expense is made for absence of less than two continuous weeks, and then only when the absence is necessary and is reported to the business office in advance. No reduction of room or board is made on account of late entrance.

OTHER FEE INFORMATION. Fees of full-time students may be paid one-half upon entrance and the balance at the beginning of the second half of the quarter. Fees of part-time students (less than 12 hours) are payable in full at time of registration.

Clinical and hospital services covered by the health service charge included in the incidental fee are limited to cases of ordinary illness. Services are provided within the limits of the professional, technical and physical resources of the clinic. The college does not assume responsibility in cases of extended illnesses or for treatment of chronic diseases. Cases requiring surgery must be handled by a physician and hospital of the student's choice.

Students enrolled for more than nineteen quarter hours will be assessed an additional $6.00 per quarter hour in excess of nineteen. Freshman R.O.T.C. students will be assessed the additional $6.00 for each quarter hour in excess of twenty hours.

Students who are permitted to register for correspondence courses in residence will be charged a fee of $5.00 per quarter hour.

A fee of $1.00 is assessed each quarter for operation of the Student Union. This fee is added to the incidental fee assessment of part-time students.

Courses requiring special fees and music fees are shown in the Special Fee listing (Table II).

A $6.00 fee for the Southerner (college annual) is payable by all full-time students on entrance the fall quarter.

REFUND POLICY. A student who officially withdraws after he has been enrolled may obtain a refund in accordance with the following:

a. A full refund of incidental and special fees paid will be made to a student who withdraws within three days after the date of registration excluding Sunday.

b. A full-time student withdrawing for any reason prior to midterm of any quarter will be refunded fifty (50) percent of the incidental and special fees.

c. A full-time student withdrawing after midterm of any quarter will not be entitled to a refund of fees.

d. Special and part-time students will not be entitled to a refund of fees after three days from the date of registration.

e. Evening College students will not be entitled to a refund of fees unless withdrawal is made prior to the second meeting of the class.

f. No adjustment of incidental fee will be made when courses are dropped after three days from date of registration.

g. Room and board fees are refunded on the basis of weeks remaining in the quarter.

TABLE I

EXPENSES EACH QUARTER

Full Time[1]

Fixed Fees	
Incidental fee	$ 67.00
Room rent[3]	46.66
Board	69.00
	$182.66
Other Fees When Applicable	
Non-resident fee	$ 66.66
The Southerner (fall quarter only)	6.00

Part Time

Fixed Fees	
Incidental fee each quarter hour[2]	$ 6.00
Room rent for half quarter[3]	23.33
Board for half quarter	34.50
Other Fees When Applicable	
Non-resident fee each quarter hour	$ 5.56
Out-of-state Tuition—P. L. 16 or 894 veterans as follows:	
Full load (over 12 hours)	$ 66.66
¾ load (9-11 hours)	49.99
½ load (6-8 hours)	33.33
¼ load (1-5 hours)	16.66

[1] Twelve (12) to nineteen (19) quarter hours constitutes a full load except for freshman R.O.T.C. students in which case twenty (20) hours is the upper limit. Students enrolled for more than the upper limit will be assessed $6.00 for each additional quarter hour. (P.L. 550 Veterans on the undergraduate level are required by the Veterans Administration to carry a minimum of fourteen quarter hours for the entire quarter to receive full subsistence.)

[2] A fee of $1.00 a quarter is added for operation of the College Union when this fee is assessed.

[3] Room rents vary from $36.00 to $46.66 a quarter.

TABLE II

SPECIAL FEES AND EXPENSES

Departmental and Laboratory Fees:

Biology 37, 38, 39 each (when taught at Gulf Coast Research Laboratory)	6.00	per qtr. hr.
Laboratory fee in addition to above charge, each course	6.00	per quarter

Uniform laboratory fees on all other courses taught during summer at Gulf Coast Research Laboratory will be determined by the laboratory and will be published in the official laboratory catalogue.

Business Education 110	10.00	per course
Education 181, 182, 183, 184, 185, 186, each	10.00	per course
Geology 180	30.00	per course
Home Economics 185A	10.00	per course
Home Economics 185B	10.00	per course
Home Economics 186A	10.00	per course
Home Economics 186B	10.00	per course
Library Science 189	10.00	per course
Music Education 179-187	6.00	per course
Journalism 130	20.00	per course

Music

Piano, organ, voice:

1 private lesson per week	16.00	per quarter
2 private lessons per week	32.00	per quarter

Strings, woodwinds, brasses:

1 private lesson per week	15.00	per quarter
2 private lessons per week	30.00	per quarter

Theoretical subjects:

1 private lesson per week	15.00	per quarter
2 private lessons per week	30.00	per quarter

Orchestral or band instrument rental	6.00	per quarter
Organ rental, 1 hour daily	12.00	per quarter
Organ rental, each additional hour daily	3.00	per quarter
Piano rental, 1 hour daily	3.00	per quarter
Piano rental, each additional hour daily	1.00	per quarter

*Summer Conferences and Workshops:

- Administration Workshop
- Citizenship Education
- Library Science Workshop
- Pre-School Teachers Workshop
- Reading Conference
- School Lunch Managers Workshop
- Summer Band Camp
- Music Education Workshop
- Thursday Lectures
- Bishop Method of Clothing Construction Institute
- Geology Field Camp

*The fees for the above conferences and workshops will be listed in the brochures published for each conference. The conference and workshop fees do not include the $6.00 per quarter hour assessment for incidental fee where college credit is desired, nor do they include the conference charge for room and board.

Reading Clinic, Individual Remedial Instruction:

Special Students (non-credit)	20.00	per 4-wk. period
Complete Reading Diagnosis	10.00	with written report

Speech and Hearing Clinic Service:

Diagnostic Speech or Hearing Examination	5.00	when required
Private lessons to college students	5.00	per quarter
Private lessons to off-campus cases	.75	per clock hour

Examinations and Graduation:

Special Examination	3.00	when applicable
Graduation fee	7.00	with application for degree
Certificate	2.50	when applicable
Graduation fee (graduate students)	11.80	with application for degree
Thesis binding, not to exceed*	12.00	when applicable
Thesis preparation, not to exceed*	75.00	when applicable

*(Actual costs of charts, typing, materials, binding, etc., payable by G. I. Bill of Rights for Public Law 894 and P. L. 16 veterans on presentation of bills by veterans to college)

Extension and Correspondence:

Extension Center	6.00	per quarter hour
Correspondence Courses	5.00	per quarter hour
High School by correspondence	15.00	per credit

Registration and Records:

Change of Schedule	1.00	when applicable
Audit Fee (Non-Credit)	3.00	per quarter hour
Late Registration	5.00	full load
	2.00	partial load
Memorandum of credits	.50	when applicable
Transcript of credits	1.00	when applicable
ROTC deposit (refundable if all equipment and supplies are returned)	10.00	upon entrance the fall quarter
Science breakage Card is purchased in business office before attending first laboratory meeting. Any balance on card upon completion of course is refundable.	5.00	per card

VETERANS

Incidental fees, laboratory fees, and cost of books and supplies are covered by G. I. Bill of Rights for Public Law 894 and Public Law 16 veterans.

Korean veterans, under Public Law 550, receive their allowance direct from the Veterans Administration and are therefore subject to pay all fees to the college as non-veteran students.

SPECIAL REFUND POLICY FOR VETERANS ONLY

Non-Resident (Out-of-State) Tuition

Length of regular quarter 12 weeks
Length of summer quarter 10-11 weeks

Period of Veteran's Actual Attendance in Institution from Date of Enrollment	Percent of Non-Resident (Out-of-State) Tuition Fees to Be Charged	
	Regular Quarter	Summer Quarter
One week or less	20%	25%
Between one and two weeks	40	50
Between two and three weeks	60	75
Between three and four weeks	80	100
Between four and five weeks	100	100
Over five weeks	100	100
Three days or less	0	0

All Charges Other than Non-Resident (Out-of-State) Tuition

Length of regular quarter 12 weeks
Length of summer quarter 10-11 weeks

Period of Veteran's Actual Attendance in Institution from Date of Enrollment	Percent of Fees to Be Charged Other Than Non-Resident (Out-of-State) Tuition or Fees	
	Regular Quarter	Summer Quarter
Three days or less	0%	0%
Four days to one week	20	25
Between one and two weeks	40	50
Between two and three weeks	50	50
Between three and four weeks	50	50
Between four and five weeks	50	50
Between five and six weeks	50	100
Over six weeks	100	100

ACADEMIC ORGANIZATION

ORGANIZATION OF INSTRUCTION

Academically Mississippi Southern College is divided into three schools and two divisions for purposes of instruction. They are the School of Education and Psychology, the School of Arts and Sciences, the School of Commerce and Business Administration, the Division of Fine Arts, and the Division of Home Economics. All freshmen and sophomores are registered in the School of Arts and Sciences. It is expected that students in the freshman and sophomore years will complete the colege core requirements, and, that in the junior and senior years, they will devote most of their time to meeting major and minor requirements. In the junior and senior years, students are registered in the school in which their chosen majors are offered. Graduate students register in the school offering the graduate major appropriate to their objectives. The deans of the schools and division heads are responsible to the Dean of the College and Graduate School for the execution of the academic policies of the college.

ADMISSION

Admission to the college is granted only on the basis of application. Application forms may be secured from the Admissions Office.

A student may qualify academically for admission to the college by certificate from an accredited high school, examination, or transfer from another college or university. New students are required to take a psychological examination and/or achievement test as part of their orientation.

Certificate. A student may be admitted to the college up on the presentation of an acceptable certificate showing fifteen units of high school work from an accredited high school. The certificate must be sent by mail in advance, directly from the principal of the school attended.

It is recommended that no student plan to major in mathematics or enter any science or pre-engineering curriculum if he does not have one and one-half units of high school algebra and one unit of plane geometry.

Examination. Veterans who have successfully completed the General Educational Development Test, high school level, are eligible for admission. Veterans and non-veteran students who have not complete fifteen units of high school work and who have not successfully completed the General Educational Development Test, high school level, may secure conditional admission to the college by examination. This phase of admission is coordinated with the high school equivalency certificate program sponsored by the State Board of Education and the Mississippi Accrediting Commission. Applicants must be at least twenty years of age. These examinations are given at 8:00 a. m. the first and third Mondays of each calendar month, at the Guidance Center in College Hall.

Veterans and non-veteran adults who plan to take the examination for the high school equivalency certificate for purposes other than admission to this college should secure necessary information and application forms from their local school officials.

Advanced Standing. A student from a college or university of recognized standing may be admitted to the college on the basis of an official transcript of credits mailed directly to the Director of Admissions from the institution previously attended. The transcript must show that the student is eligible for registration at the school from which he is transferring.

Transfer credit will be accepted according to the following policy: a student whose transcripts indicates an overall quality point average equal to a C or better will be allowed to transfer all courses on which he has made a passing grade of D or above. If the transcript indicates an overall average of below C, only those courses bearing grades of C or better will be accepted. All courses attempted at the institution from which the student wishes to transfer will be considered in determining the quality point average.

Not more than 99 quarter hours may be transferred from a junior college. If a person has earned a total of 99 quarter hours from all sources, no additional work may be taken at a junior college. At least 96 of the 192 quarter hours required for graduation must be earned in a senior college after admission to the junior class.

Special Students. Students from other colleges may enroll as special students without submitting formal transcripts of previous work, if they plan to transfer back to their former school for graduation; but they must present official statements of good standing at the college from which they come. Other irregular students may be classified as special students with permission of the Admissions Committee.

Foreign Students. Foreign students are required to meet the following admission requirements, as well as those outlined above: a certificate of proficiency in the English language must be presented unless the student has been graduated from an accredited English language high school in the continental United States. Foreign students must meet all admission requirements before they are allowed to take final examinations of their first quarter of residency.

Credit For Military Experience. For basic training, veterans may receive six quarter hours of credit in military science. Credit for achievement of a commission, or for specialized training received in service schools or through the USAFI, ASTP, or Army University Center courses will be honored according to the recommendations of the American Council on Education.

Medical Examination. Each student, prior to registration, is required to submit a medical examination on a form supplied by the college. The medical examination form will be furnished with application for admission. Additional forms may be secured from the Admissions Office.

The college physician requires that all new students be either vaccinated on entrance or submit proof of recent successful vaccination. The college reserves the right to require a physical examination of any student at any time. No student's registration is complete without a medical examination.

Recommendations. Each new applicant for admission must submit five letters of recommendation. For a resident of Mississippi, these letters must be from alumni of Mississippi Southern College who are also residents of the applicant's home county. If there are few Mississippi Southern College alumni in the applicant's home county, recommendations from alumni in other counties may be submitted. A resident of another state may submit recommendations from responsible citizens of his home community.

ALL ADMISSION REQUIREMENTS (APPLICATION, MEDICAL RECOMMENDATIONS, AND TRANSCRIPTS OF ALL PREVIOUS WORK) MUST BE FILED WITH THE DIRECTOR OF ADMISSIONS BEFORE THE STUDENT WILL BE ALLOWED TO REGISTER FOR CLASSES.

COUNSELING SERVICES

Orientation. At the beginning of the fall quarter, freshman and transfer students together with certain student leaders, reach the campus a few days before other students arrive. At this time faculty and students join in introducing the new students to the campus and registration procedures and assisting them in securing maximum benefit and happiness at Mississippi Southern College. All new students are given a psychological examination and freshmen are given an English achievement test. These tests aid advisers in planning the individual student's course of study. The participation of student leaders lends much of practical value to the program.

Academic Guidance. Mississippi Southern College attempts to provide adequate academic guidance for its students. Students in the freshman year are assigned to an adviser by the director of student counseling. Sophomores are assigned to advisers by the dean of the school of arts and sciences. Upon becoming juniors, students are assigned to advisers in their major fields by the head of the school or division in which their major is taken. Students who are pursuing pre-professional curricula have special advisers whose interests and training enable them to give their advisees adequate guidance. Students may not change their advisers without permission in writing from the appropriate administrative officer indicated above.

Freshman Guidance. Carefully chosen advisers from every department of the college make up the group serving as freshman advisers. In addition to advising freshmen in their educational program for the first year, these advisers attempt to become well acquainted with their advisees in order to help them with their personal and vocational problems. The freshman adviser is the student's closest counselor in the first year of his college career. The advisers work closely with the director of student counseling and the Guidance Center in this program.

Guidance Center. The Guidance Center, under the director of student counseling, provides assistance to all students in matters of personal, vocation, education and social needs. Diagnostic, psychological, aptitude, and vocational tests are administered as well as some of the national tests such as the Graduate Record Exam.

All types of student problems are brought to the Guidance Center. Those who require specialized assistance are referred to the appropriate departments or clinics.

Remedial Services. When the testing program and the student's academic record indicate need for remedial study, the college offers unusual facilities for remedial work. Special services are offered in English, reading, speech, mathematics and other areas. Special corrective procedures are available in the Speech Clinic, the Reading Clinic, and the Physical Education Department. In addition, tutor's work is available for areas of deficiency.

PREPROFESSIONAL CURRICULA

The preprofessional programs at Mississippi Southern College are designed to prepare students for admission to the professional schools of their choice. In addition to the curricula outlined below, preprofessional programs may be worked out in individual cases for architecture, forestry, social work, veterinary medicine, the ministry, and other fields.

RECOMMENDED PREMEDICAL AND PREDENTAL PROGRAM

The premedical-predental curriculum is planned to meet the needs of the student wishing ultimately to transfer to an approved school of medicine or dentistry, but the student should exercise care and seek the counsel of his advisers in selecting courses that will meet the specific requirements of the medical or dental school which he intends to enter. This is especially true of science, social science, and language requirements.

It should be remembered that the keen competition for admission to medical and dental schools at present makes it imperative that the student plan his curriculum carefully and maintain a superior scholastic standing. A three-year premedical and predental program is outlined below, but if the student wishes to receive a bachelor's degree before transferring to professional school, a four-year curriclum may be worked out with the premedical or predental adviser. A student accepted in medical or dental school after the junior year may be awarded a bachelor's degree upon completion of the first year of medical or dental school if the requirements outlined elsewhere in this catalogue are met.

Freshman Year

	Hours
English 25, 26, 27	12
Chemistry 25, 26, 27	12
Mathematics 32, 35	8
Biology 37, 38, 39	12
Electives	4

Sophomore Year

Physics 80, 81, 82	12
Chemistry 75, 76, 77 or 130, 131, 132	12
Mathematics 75	4
Biology 143, 144	8
Elective (one course in social studies suggested)	8

Junior Year

Chemistry 130, 131, 132 or 75, 76, 77	12
Physics, Basic Electronics, 102, 103	8
Mathematics 175	4
Electives	12

RECOMMENDED PROGRAM IN MEDICAL TECHNOLOGY

The following three-year program is planned to meet the needs of those specializing in medical technology. The student who completes additional work at a recognized school of medical technology and who meets the requirements outlined elsewhere in this catalog may be eligible for a Bachelor of Science degree at Mississippi Southern College.

Freshman Year

	Hours
English 25, 26, 27	12
Chemistry 25, 26, 27	12
Biology 37, 38, 39	12
Mathematics 31, 35	8
Speech 31	4
Physical education activities	3

Sophomore Year

Chemistry 92 or 75, 76, 77	4 or 12
Biology 142, 143, 144	12
English 73, 74	8
Sociology, government or geography	4
Psychology 65	4
Physical education activities	3

Junior Year

Physiology 129	48
Bacteriology 139, 145, 185	12

Biology 166, 167	8
Physics 80, 81, 82 (elective)	12
Health 79	4
Social studies elective	4
Elective (Business Education 35 suggested)	8

RECOMMENDED PRE-NURSING PROGRAM

The following program is designed for students who wish to transfer to the Department of Nursing of the University of Mississippi. With minor modifications it will meet admission requirements for other schools of nursing in this area.

Biology 129—Physiology	4
Biology 136—Anatomy	4
Cemistry 25, 26 (Inorganic Chemsitry)	8
English 25, 26 (English Composition)	8
History 27, 28 (World Civilization) or History 61, 62 (American History)	8
Home Economics 17 (Foods and Nutrition)	4
Mathematics 21 (Basic Mathematics)	4
Sociology 63—(Introductory Sociology)	4
Physical education	3
Elective (possibly general psychology)	4

RECOMMENDED PREPHARMACY PROGRAM

The requirement for admission to a college of pharmacy is one year of prepharmacy training. The student should obtain a copy of the catalog of the school of pharmacy which he plans to attend and with his academic adviser adjust his course of study to meet his individual needs.

	Hours
Biology 37, 38, 39	12
Chemistry 25, 26, 27	12
English 25, 26, 27	12
Economics 54	4
Mathematics 31, 35	8
Physical education	3
Electives	4

RECOMMENDED PRE-OPTOMETRY PROGRAM

The following program meets the admission requirements of most schools of optometry. It is suggested, however, that the pre-optometry student obtain a catalog from the school in which he is interested and with his academic adviser allow for any deviations from this program.

Freshman Year

	Hours
English 25, 26, 27	12
Chemistry 25, 26, 27	12
Mathematics 31, 35	8
Biology 37, 38, 39	12
Electives	4
Sophomore Year	
Psychology 65	4
Physics 80, 81, 82	12
Speech 31	4
Biology 143, 144	8
Mathematics 75, 76	8
Sociology 63	4
Health 79	4
Electives	4

RECOMMENDED PRELEGAL PROGRAM

The requirements for admission to accredited law schools vary, ranging from three years of prelegal work to a college degree. It is suggested that the prelegal student obtain a copy of the catalog of the law school which he wishes to attend and that he plan his curriculum under the guidance of his academic adviser. The program at Mississippi Southern College is divided, therefore, into two parts, and the prelegal student may elect the one which he considers the more appropriate to his circumstances.

A. It is suggested that the prelegal student secure his bachelor's degree before entering a school of law. If he elects to do this, he must complete the core, choose his major and minor, and in general meet the requirements for the bachelor's degree.

B. If the prelegal student desires the three-year program, he may receive his bachelor's degree from Mississippi Southern College after he receives his law degree if he meets the requirements outlined elsewhere in this catalog.

Most law schools do not require specific courses for admission, and Mississippi Southern College accepts this policy. The college invites the student's attention, however, to the following courses in addition to the core curriculum:

Accounting 71, 72, 73

Economics 54

Psychology 139 (Social Psychology)

Sociology 151 (Marriage and the Family)

Biology 136 (Human Anatomy) or Health 170 (Applied Psychology)

Government 25, 45, 130, 135, 185

History 109, 179, 190

Philosophy 130 (Logic)

Sociology 128 (Criminology)

Speech 60, 70, 115

Business Administration 166

It is also desirable that the pre-law candidate participate in the Mississippi Southern intercollegiate debate program.

RECOMMENDED PRE-ENGINEERING PROGRAM

The following curricula are set up to meet the requirements for admission to most engineering schools. The student should note that there are no electives and that there are only four courses not required by most engineering schools. These are History 27, History 28, Economics 55, and Speech 31. However, every engineering school requires some courses of the same nature. Students who have selected an engineering school may need to change one or more of these courses to meet the requirements of their particular choice, but no other substitutions should be made.

The pre-engineering student must maintain the average required by the college to conform to the following schedule of more than nineteen hours per quarter. Those students not meeting the requirements of the college for taking this schedule should plan to spend more than six quarters in pre-engineering.

FRESHMAN YEAR PROGRAM FOR ALL ENGINEERS

Fall Qtr.	Hrs.	Winter Qtr.	Hrs.	Spring Qtr.	Hrs.
Speech 31	4	Math. 32	4	Math. 75	4
Math. 31	4	Chem. 32	5	Chem. 33	5
Chem. 31	5	Eng. 26	4	Eng. 27	4
Eng. 25	4	Ind. Arts	2	Eco. 54	4
Ind. Arts	2	P. E. or		Math. 47	2
P. E. or		R. O. T. C.	1 or 2	P. E. or	
R. O. T. C.	1 or 2			R. O. T. C.	1 or 2
	20 or 21		20 or 21		20 or 21

CIVIL ENGINEERING PROGRAM—SECOND YEAR

Fall Qtr.	Hrs.	Winter Qtr.	Hrs.	Spring Qtr.	Hrs.
Math. 76	4	Math. 176	4	Math. 177	4
Math. 175	4	Phys. 91	4	Phys. 92	4
Phys. 90	4	Hist. 27	4	Geol. 41	4
Ind. Arts 126	4	Math. 48	4	Hist. 28	4
P. E. or		P. E. or		Ind. Arts 135	4
R. O. T. C.	1 or 3	R. O. T. C.	1 or 3	P. E. or	
				R. O. T. C.	1 or 3
	17 or 19		17 or 19		21 or 23

CHEMICAL ENGINEERING PROGRAM—SECOND YEAR

Fall Qtr.	Hrs.	Winter Qtr.	Hrs.	Spring Qtr.	Hrs.
Math. 76	4	Math. 176	4	Math. 177	4
Math. 175	4	Phys. 91	4	Phys. 92	4
Phys. 90	4	Chem. 76	4	Chem. 77	4
Chem. 75	4	Hist. 27	4	Hist. 28	4
P. E. or		Ind. Arts 126	4	Ind. Arts 135	4
R. O. T. C.	1 or 3	P. E. or		P. E. or	
		R. O. T. C.	1 or 3	R. O. T. C.	1 or 3
	17 or 19		21 or 23		21 or 23

ELECTRICAL AND MECHANICAL ENGINEERING PROGRAM

SECOND YEAR

Fall Qtr.	Hrs.	Winter Qtr.	Hrs.	Spring Qtr.	Hrs.
Math. 76	4	Math. 176	4	Math. 177	4
Math. 175	4	Phys. 91	4	Phys. 92	4
Phys. 90	4	Hist. 27	4	Hist. 28	4
Ind. Arts 126	4	Ind. Arts 41b	2	Ind. Arts 135	4
Ind. Arts 41a	2	Math. 48	4	P. E. or	
P. E. or		P. E. or		R. O. T. C.	1 or 3
R. O. T. C.	1 or 3	R. O. T. C.	1 or 3		
	19 or 21		19 or 21		17 or 19

PETROLEUM ENGINEERING PROGRAM—SECOND YEAR

Fall Qtr.	Hrs.	Winter Qtr.	Hrs.	Spring Qtr.	Hrs.
Math. 76	4	Math. 176	4	Math. 177	4
Math. 175	4	Phys. 91	4	Phys. 92	4
Phys. 90	4	Geol. 42	4	Geol. 43	4
Geol. 41	4	Hist. 27	4	Hist. 28	4
Ind. Arts 126	4	Math. 48	4	Ind. Arts 135	4
P. E. or R. O. T. C.	1 or 3	P. E. or R. O. T. C.	1 or 3	P. E. or R. O. T. C.	1 or 3
	21 or 23		21 or 23		21 or 23

DEGREES AND CURRICULA

Mississippi Southern College grants the following undergraduate degrees: Bachelor of Science, Bachelor of Arts, Bachelor of Music, and Bachelor of Music Education. Candidates who wish to qualify for the professional license in teaching may do so by choosing the proper courses in education and psychology. Candidates may qualify for one of the lower teaching certificates by taking specified courses. In general it is expected that students wishing to qualify as teachers will follow one of the professional programs.

Graduate degrees are discussed in the section of this bulletin devoted to the Graduate School.

Types of Courses a Student Takes—Each student takes four types of courses while meeting requirements for a degree: (1) courses from the core curriculum, (2) courses from a field of major interest, commonly called the student's major, (3) courses from a field of minor interest, commonly called the student's minor, and ((4) electives. The core is made up of basic courses which every college graduate needs. The major is chosen by the student because he wants to do a great deal of work in that field. A student takes a minimum of 36 hours of work in his major. A student takes a minimum of 28 hours in his minor. Electives are any additional courses a student chooses from any field because of his interest in those courses. The minor and elective courses should be chosen after consultation with the major professor.

The following diagram may help to make this explanation clear.

Core Curriculum	Major	Minor	Electives and Other Prescribed Courses
78 to 112 hours Taken by all students	36 hours (or more)	28 hours (or more)	To complete a total of 192 hrs.

ENGLISH PROFICIENCY EXAMINATION

A college regulation requires that in order to qualify for any undergraduate degree a student must pass a qualifying examination in English after becoming a junior. The examination is given on Thursday of the seventh week of each quarter, and it is to the student's advantage to take the examination during the first quarter of his attendance after he becomes eligible.

HOURS IN COURSES NUMBERED ABOVE ONE HUNDRED

To become eligible for any undergraduate degree a student is required to complete a minimum of 68 hours of work in courses numbered 100 or above.

BACHELOR OF SCIENCE DEGREE

The Bachelor of Science degree will be awarded to students who have earned 192 quarter hours of credit including the core and major and minor requirements, and who have conformed to the scholastic regulations governing the degree.

The core requirements for the Bachelor of Science degree are listed below. This core curriculum is the common pattern for all students who are candidates for this degree. The student should plan to complete these requirements during the first two years of his college career.

CORE CURRICULUM

English 25, 26, 27	12

Transfer students who present a year's credit in freshman English will be considered as having met this requirement.

Sophomore literature	8
Speech 31	4
Social studies	8

The eight hours in social studies must be selected from two of the following fields: geography, government, sociology and principles of economics ((or introductory economics).

History 27, 28	8
Biological and/or physical science as explained below	16

(a) Students who are following the professional teaching program must take Biology 37 and 38 and the remaining eight hours in the Division of Physical Sciences — astronomy, chemistry, physics, and geology. Students in home economics education may offer Biology 139 instead of Biology 38.

(b) Students who are not following the professional teaching program may take a year in a laboratory science (one laboratory science) and a sufficient number of hours in mathematics to complete the required 16 hours

Students who are not following the professional teaching program may elect (a) or (b) above but may not mix the two.

Mathematics	4

This requirement is in addition to any mathematics that may be offered in connection with the physical science requirement above.

Psychology 65	4
Health 79	6

Military science credit earned in a college program may be used to meet this requirement. Credit for military service experience may not be used to meet this requirement.

Elective in health or physical education	4
Required for men: Military Science 31, 32, 33, 61, 62, 63 (6 quarter hours may be used to meet P. E. requirements)	12
	90

MAJOR REQUIREMENTS

Specific course requirements for academic majors will be found in the expository material preceding course descriptions in the various divisions.

I. A student who wishes to work for the Bachelor of Science degree, but who does not wish to following the professional teaching program, must choose his major from among the following fields:

Accounting
Architectural drafting
Art
Biology
Botany
Business administration
Chemistry
Child development
Clothing and merchandising
Clothing and textiles
Economics
English (45 hours required)
Foreign service
French
General home economics
General speech
Geology
Geography
German
Government
Health
History
Home economics in equipment
Homemaking
Industrial arts
Institutional management
Journalism
Latin-American studies
Library science
    (45 hours required)
Marketing and merchandising
Mathematics
Microbiology
Office management
Oral interpretation of literature
Personnel management
Physical education
Physics
Psychology
Public address
Radio and television
Recreation
Religion and philosophy
Secretarial science
Sociology
Spanish
Speech correction and hearing
Theatre
Zoology

II. A student who wishes to qualify for a Class-A certificate at the elementary level by following the professional teaching program in connection with his work for a Bachelor of Science degree must complete a major in elementary education. This major includes the following: Education 20, 66, 101, 103, 107, 108, 116, 117, 143, 151e, and 169; ten hours of student teaching and Psychology 116.

A student majoring in elementary education must also complete Art 25 and 26, Music 96, 96, and 97, and Conservation 132 and 147. Education 151b may be substituted for Art 26, or a combination of Art 132 and Art 133 may be substituted for Art 26. Art 112 or Art 113 may be substituted for Music 97. Conservation 147 may be substituted for a physical science in the core curriculum. Education 151e may count as four hours of physical education in this program.

A recommended outline for the program of study for elementary education majors will be found in the section of the catalog devoted to the Division of Education and Psychology.

III. A student who wishes to qualify for a Class-A certificate for teachers at the secondary level by following the professional teaching program in connection with his work for a Bachelor of Science degree must choose his major from among the following fields:

Art
Biology
Business education
Chemistry
Corrective therapy
Educational therapy
English (45 hours required)
French
General science
    (Required: biology, 18 hours;
Health, physical education,
    and recreation
History
Home economics
Industrial arts
Library science
    (45 hours required)
Manual arts therapy
Mathematics
Physical education

chemistry, 18 hours; physics, 12 hours)
General speech
Geography
German
Government
Health
Physics
Public address
Radio and television
Recreation
Sociology
Spanish
Speech correction and hearing
Theatre

In addition, the student must complete the following courses: Education 20, 113, 169, 185, and 186; the methods course appropriate to the major field; at least two hours from Education 116, 128, 136, 162, and 164, and Home Economics 220; Psychology 119 and 132; and four hours in fine arts.

MINOR REQUIREMENTS

The student should select his minor after consultation with his major professor.

I. A student working under the provisions of part I under "Major Requirements" above must eastablish a minor chosen from among the fields listed as possible majors (see part I under "Major Requirements" above), with three exceptions.

(1) A student majoring in Latin-American studies may not minor in Spanish.

(2) A student majoring in Spanish may not minor in Latin-American studies.

(3) A student may establish a minor in general science by offering 36 hours from two or more appropriate fields (biology, chemistry) geology, mathematics, and physics), provided he offers at least 12 hours from each field he chooses to include, and provided at least 8 hours of the work offered as a minor have been earned at Mississippi Southern College.

(4) A student, unless he is majoring in physical education, to establish a minor in any field, must earn at least twelve hours above the core requirements in that field.

II. A student working under the provisions of part II under "Major Requirements" above must establish a minor in one of the divisions of instruction (other than the Division of Military Science and Tactics) or in a combination of English and speech.

III. A student working under the provisions of Part III under "Major Requirements" above necessarily establishes a minor with his professional courses.

Since most high schools in Mississippi require teachers to teach in more than one field, it is recommended that students working for secondary certificates try to plan electives so as to meet certification requirements in some field in addition to the major.

BACHELOR OF ARTS DEGREE

The Bachelor of Arts degree will be awarded to students who have earned 19 quarter hours of credit including the core and major or minor requirements, and who have conformed to the scholastic regulations governing the degree.

The core requirements for the Bachelor of Arts degree are listed below. The student should plan to complete these requirements during the first two years of his college career.

CORE CURRICULUM

	Hours
English composition and literature	20
Speech	4
A foreign language (one language)	18
Social studies	20
A maximum of four hours in religion and philosophy and four hours in economics may be used in meeting this requirement.	
Psychology	4
A laboratory science (one science)	12
Mathematics and/or philosophy	8
Health 79 or 125	4
Physical education activity courses	6
Military science credit earned in a college program may be used to meet this requirement. Credit for military service experience may not be used to meet this requirement.	
Elective in health or physical education	4
Required for men: Military Science 31, 32, 33, 61, 62, 63	12
(3 quarter hours of military science may be used to meet P. E. requirements.)	
TOTAL	112

MAJOR REQUIREMENTS

A major may be selected from among the following fields:

- Art
- Biology
- Chemistry
- Economics
- English (45 hours required)
- Foreign trade
- Foreign service
- French
- General speech
- Geology
- Geography
- German
- Government
- Health
- History
- Home economics
- Journalism
- Latin-American studies
- Library science (45 hours required)
- Mathematics
- Microbiology
- Physics
- Psychology
- Public address
- Radio and television
- Religion and philosophy
- Sociology
- Spanish
- Speech correction and hearing
- Theatre
- Zoology

MINOR REQUIREMENTS

The minor should be selected by the student after consultation with the major professor. A minor must be selected from among the field available as a major except that (1) a student who majors in one area of speech may not minor in another area of speech, (2) a student who majors in Latin-American studies may not minor in Spanish, and (3) a student who majors in Spanish may not minor in Latin-American studies.

ELECTIVES

A sufficient number of electives must be chosen to bring the total number of quarter hours earned to 192. The electives should be chosen after consultation with the major professor.

BACHELOR OF MUSIC DEGREE

The requirements for the Bachelor of Music degree are listed in the section devoted to the Division of Fine Arts.

BACHELOR OF MUSIC EDUCATION DEGREE

The requirements for the Bachelor of Music Education degree are listed in the section devoted to the Division of Fine Arts.

DEGREES FOR PRE-MEDICAL, PRE-TECHNICIAN, PRE-DENTAL, OR PRE-LAW STUDENTS

Students may be allowed to complete work for B.S. and B.A. degree in affiliated schools of medicine, medical technology, dentistry, and law on the conditions:

(1) That 140 hours of credit and 280 quality points shall have been completed, with a minimum of four quarters of residence at Mississippi Southern College.

(2) That all core requirements for the degree shall have been completed, except that students preparing for a degree in medical technology or medicine will be allowed to substitute four hours in some other elective subject for four hours in health in the core curriculum.

(3) That credit and quality points shall be transferred back to Mississippi Southern College from the school of medicine, dentistry, or law to complete requirements for the degree. (In the case of medical technicians, a certificate of graduation from a recognized school of medical technology must be presented.) In any event a minimum of 192 quarter hours must be completed before the degree will be awarded.

(4) That the program leading to the degree shall be completed within two calendar years of the termination of the last quarter of residence at Mississippi Southern College, except that technicians will be allowed three calendar years after the last quarter of residence, for the completion of the program leading to the degree.

TEACHER CERTIFICATION

College officials attempt to provide up-to-date information regarding teach certification, and a student graduating from the college under the current catalog will, if he has followed one of the professional teaching programs, qualify for a teaching certificate. The final answer regarding certification, however, must of necessity rest with the Certification Division of the State Department of Education. A certification bulletin from that department is available upon request.

SCHOLASTIC REGULATIONS

Exemption from Core Requirements

Students may be exempt from any part of the core requirements for any of the degrees on the basis of attainment in the field as demonstrated by examination or by previous record. The granting of exemption does not involve the bestowal of credit; neither does it reduce the total number of hours to be earned for a degree. Its only effect is to increase the number of elective or semi-elective credits which the student may offer as a part of his program for a degree.

Program of Work

The programs of work outlined for students in this bulletin are suggested but not required. It is expected that all students will conform to the core requirements, but in case of the major and minor programs some flexibility will be allowed. It is obvious that no program can meet the needs of every student. Major advisers will endeavor to see that the programs authorized for their advisees provide the most favorable training for the individuals concerned.

Physical Education

Freshman and sophomore students are required to earn one hour of physical education credit during each quarter of the freshman and sophomore years unless excused from the requirement by the college physician or the dean.

Military Science

Physically qualified male freshmen are required to complete at least two years (six quarters).

Quarter Hours

An applicant for a degree must complete 192 quarter hours, including core requirements and major and minor requirements. No more than six hours of practical music (chorus, band, or orchestra) may be counted toward a degree except by students who are majoring in music. Not more than twelve hours in physical education activity courses and not more than four hours in any one varsity sport may be used in meeting degree requirements.

Catalog Governing Graduation Requirements

Graduation requirements must be met under a catalog which is not more than six years old at the time of the student's graduation and which bears announcements for a year during which the student earned some credit at Mississippi Southern College.

Residence Requirements

To become eligible for a degree at Mississippi Southern College a student must meet the following residence requirements:

(1) He must be a resident student at this institution for at least three quarters.

(2) He must do his last quarter of work on the Mississippi Southern College campus, except that his last four quarter hours of credit may be earned by extension or correspondence work.

(3) He must earn at least 48 quarter hours of credit in residence at Mississippi Southern College.

(4) He must earn at Mississippi Southern College at least twelve quarter hours of credit in his major field.

(5) Military personnel on active duty may be permitted to qualify for graduation by attending two quarters in residence and completing a minimum of 40 quarter hours in residence, provided all other degree requirements are met.

Quality Point Requirements

Each grade of A carries four quality points for each quarter hour of credit. Each grade of B carries three quality points for each quarter hour of credit. Each grade of C carries two quality points for each quarter hour of credit. Grades of D carry one quality point for each quarter hour of credit. A student must earn a quality point ratio of 2.0 at Mississippi Southern College in residence courses that carry quality points. High grades in institutions from which credits are transferred to this college may not offset low grades made in this institution.

Credit earned in correspondence work, extension work, and workshops may not be used to offset quality point deficiencies. In the case of workshops this regulation became effective as of September, 1950.

Transfer students are expected to present transcripts showing an average of at least C.

A student may not major or minor in an area in which he has earned less than a 2.0-quality point ratio.

Scholarship Standards

It is necessary that students maintain a reasonable academic record to continue in college. The Scholarship Standards Committee, which has the responsibility of determining whether or not students have met the minimum standards of the college, has set up the following scholastic standards as a guid in fulfilling its responsibility.

1. A student taking a normal load must pass at least eight hours of work and earn at least sixteen quality points.
2. A student who does not meet the aforementioned standard may be readmitted on academic probation if the Scholarship Standards Committee finds that conditions justify such readmission. A student already on probation will be suspended from college for the next succeeding quarter if he does not meet the above minimum academic standards. However, a student suspended at the end of the spring quarter is suspended for the following fall quarter. Exceptions will be made of students who attend summer school and earn fifteen hours credit with a C average or better.
3. A student who passes no work is subject to automatic suspension whether or not he has previously been on probation.
4. A student may remove himself from academic probation by earning at least a C average on a load of fifteen hours or more for two consecutive quarters provided his general average is C or better.
5. A student suspended the second time for poor scholarship may not apply for readmission until the expiration of at least one calendar year and presentation of a satisfactory record of work in an accredited college or university employment, or military service. No student may be readmitted after three suspensions for poor scholarship.

Approval of Faculty

After a student has met the scholarship requirements for a degree, the question of his graduation is submitted to a vote of the faculty. If a majority of the faculty vote favorably, the president is authorized to grant the degree.

Application for Degree

A student is expected to file an application for a degree at least three quarters before the degree is to be conferred. This application will show the work completed by the student and the proposed courses for the ensuing quarters. After the application has been approved, it becomes the student's official program.

A student must pay at the time of the filing of his application for degree the seven-dollar degree fee. No application will be accepted until this fee has been paid.

An application for degree will not be accepted for any commencement later than the end of the quarter previous to the one in which the student expects to complete degree requirements.

Honors

A student may be awarded a degree with honors or with highest honors. In order to win one of these awards, a student shall have had on the Mississippi Southern College campus not less than five quarters of work of not less than twelve quarter hours of credit in each quarter, and totaling no less than eighty hours of credit. In computing this residence requirement, a six-week term will be considered a half quarter when the load is six hours or more. Honors will be granted to students who maintain an honor-point average of 3.5 or more. Highest honors will be granted to students who maintain an honor-point average of 3.8 or more.

Second Bachelor's Degree

Mississippi Southern College will confer upon a candidate a second bachelor's degree based upon requirements imposed by the current catalog, provided the program of study for the second degree includes at least 48 quarter hours of credit with 96 quality points. It is required that the 48 hours be related to a specific major.

Late Registration

A late registration fee is applicable after registration day. For students taking nine hours or less the fee is two dollars, and for students taking more than nine hours the fee is five dollars.

No student may enter after the first day of the third calendar week of any quarter. No student who enters after the first week may take more than twelve hours, except by special permission of the appropriate dean, but those entering any time during the first week may take a full load of sixteen hours provided they make up the work missed.

Students registering for half a quarter may not register for a full load after the second day of the term. Seniors expecting to graduate at the end of a half quarter must register within the first two days of the term regardless of load.

Program Changes

A student who finds that he is not prepared for courses for which he is registered may be allowed to withdraw on the recommendation of his adviser with the approval of the appropriate academic dean. A student willl not be permitted to withdraw from a course after the fourth week of a quarter. A fee of one dollar is required for a change in registration after the regular registration period.

Foreign Students' Programs of Study

The academic program of every foreign student must be approved by the foreign student adviser (the director of the Institute of Latin American Studies) each quarter. No change may be made in a foreign student's program without the approval of the foreign student adviser.

Correspondence Work in Residence

A long-standing regulation provides that students will not be permitted to do correspondence study while in residence.

Language Credit

Students must complete a minimum of one year of work in a foreign language if the credit is to be counted toward a degree.

Load of Work

The normal student load is twelve to nineteen quarter hours of work. Students who are listed on the honor roll will be permitted to take twenty-one quarter hours of work during the next quarter of atendance.

Seniors may take twenty quarter hours during any one of their last three quarters provided they made no grade lower than C during the previous quarter.

Students who have maintained a place on the honor roll for each of the two preceding quarters of their residence may take up to twenty-five quarter hours of work during their next quarter of attendance.

Dean's List

Students will be placed on the Dean's List if they have maintained a quality point ratio of 3.25 or above on an academic load of fifteen quarter hours or more, provided they have no grade of D or below. Being on the Dean's List carries with it certain academic and social privileges.

Absences

Students are expected to attend all classes regularly. When it is necessary that a student be absent from a class, courtesy requires an explanation to the instructor in charge. If a student has as many as 14 absences in any 4-hour course, or the proportionate number of absences in a 1-, 2-, or 5-hour course, he will not receive credit in the course.

Examinations

Examinations will be held on the last three days of the fall, winter and spring quarters.

During each of the two terms of the summer quarter the last regularly scheduled meeting of a class will be used for examination purposes.

No final examinations are permitted prior to the scheduled examination period

A student who is absent from the examination without valid reason approved by the dean forfeits credit for the quarter. Students will be charged a fee of $3.00 for special examination unless excused by the dean.

Grading System

A —indicates very superior work.

B —indicates superior to average work.

C —indicates average work.

D —indicates inferior to average work.

E —indicates failure with condition. An E becomes an F if the condition is not removed within the next twelve months, or, if the student is not in residence during all of the next twelve months, within the next quarter of attendance after the expiration of the 12-month period. An E grade cannot be raised higher than a D.

F —indicates failure without condition, necessitating repetition of the course.

I —Indicates an incomplete record. An I becomes an F if the work is not completed within the next twelve months, or if the student is not in residence during all of the next twelve months, within the next quarter of attendance after the expiration of the 12-month period.

W—indicates withdrawal. No student will be allowed to withdraw from a course after the fourth week, except under unusual circumstances approved by the dean.

Y—indicates acceleration, because of proficiency, to a more advanced course.

Definitions

The college session, beginning in September and ending in August, includes four quarters.

A quarter is twelve weeks in length.

A credit (called also quarter hour, or hour) measures college work and represents the credit received for the successful pursuit of a college subject for one quarter (twelve weeks), one 60-minute class period per week (laboratory periods are 120 minutes). For example, a class meeting four times a week for one quarter earns four hours of credit. A credit is ordinarily presumed to require from one and one-half to two hours of preparation for each hour spent in class.

A memorandum of credits is a statement showing the courses completed and credits earned by the student. Memorandums are fifty cents each, except that upon request of the student one copy of the cumulative record will be supplied to the Mississippi Southern College Placement Bureau without charge.

A student is ranked as a —

Freshman when he has fewer than 40 hours.

Sophomore when he has as many as 40 hours and fewer than 96 hours.

Junior when he has as many as 96 hours and fewer than 132 hours.

Senior when he has 132 or more hours.

Special student when his credentials for admission have not been received or when his work is of an irregular nature.

A student is ranked for the Selective Service at the end of the school year, that is, in June: (1) as a freshman if he has completed 55 hours or less; (2) as a sophomre, 56 hours to 105 hours; (3) as a junior, 106 hours to 155 hours; (4) as a senior, 156 hours or more.

Numbering of Courses

Freshman and sophomore (or junior college) courses are numbered below 100. Senior college courses are numbered from 100 to 399. Graduate courses are numbered 400 or above. A few courses may be had as graduate or undergraduate work, as indicated by their listing under alternate numbers, one below 400, and one 400 or above.

Freshman and sophomore students are not ordinarily permitted to register for senior college courses. Senior college students may register for freshman and sophomore courses, but juniors and seniors who register for courses numbered below 100 in any field except physical education, music, natural sciences, and industrial and fine arts are expected to do some research-type work in addition to the work regularly required of freshmen and sophomores in the same courses.

The student should keep in mind the regulation requiring 68 hours of work in courses numbered 100 or above.

SCHOOL OF EDUCATION AND PSYCHOLOGY

Roy G. Bigelow, Dean

Mississippi Southern College is accredited by the National Council for Accreditation of Teacher Education for the preparation of elementary school teachers, secondary school teachers, and school service personnel, with the master's degree as the highest degree approved.

A major concern of this school is to offer those courses in education and psychology required in the preparation of teachers for elementary and high schools. A second major concern is to give basic training in the field of psychology for the student who will continue his work in graduate school, pursuing advanced degrees in this field. A third major concern is to serve other departments of the college having special needs which are usually met by professional schools of education, psychology, physical education, health education and recreation.

Organizational Plan of the School

Fifteen undergraduate departments, areas and special services are included in the School of Education and Psychology, each of which has an administrative chairman or director. They are Conservation and Natural Resources, Elementary School Education, Health, Industrial, Arts, Library Science, Physical Education, Psychology, Recreation, Secondary School Education, Therapy, Audio-Visual Education, George Hurst Laboratory School, Reading Clinic, Special Education Services, and the Division of Extension and Correspondence. The Department of Guidance, and the Department of School Administration, Supervision and Curriculum, which are of graduate rank, are joined by the graduate areas of other undergraduate departments of the School, and administered in a similar manner to the undergraduate areas.

Teacher-Education Curriculum

A student desiring to qualify for a license to teach registers in this school. In so doing it is assumed that he or she possesses the personal qualifications to become a successful teacher. Such a student should seek counsel and guidance early in his college career ragarding the academic, professional, and personal requirements necessary to qualify. Courses in education and psychology required for teachers' licenses, popularly known as professional courses, are best taken in sequence and not crowded into one or two quarters. Such qualifications are established by state boards of education or similar agencies, and usually require the candidates to follow a course pattern extending over two or more years. The dean or school faculty will gladly advise a student wishing to apply for a teacher's certificate in Mississippi or other states and assist in planning schedules.

The core curriculum, required of all freshmen and sophomores, is found in its own pertinent section of this bulletin. The core curriculum for the student desiring to teach in the elementary school (grades 1-8) is set forth in detail elsewhere in this bulletin, and the senior college curriculum is given on the following pages. The student will major in elementary education in this case.

A student who wishes to teach in high school (grades 7-12) will enroll in the school and major in an academic department of his choice, such as English, Chemistry, or Industrial Arts. The professional courses which he will take to qualify for a teaching license are listed also in a separate section.

DEPARTMENT OF CONSERVATION AND NATURAL RESOURCES

John M. Frazier, Chairman

This department is organized to train elementary teachers, secondary teachers, home demonstration agents, conservationists, and others interested in the arts and sciences related to the improvement of our natural resources, The courses are planned to give a practical knowledge and understanding of the various areas.

Courses especially for elementary teachers are Conservation 132—Science for Elementary Teachers, and Conservation 147—Nature Study and Elementary Science. Supplementary courses for elementary teachers include Conservation 85—Forestry, and Conservation 148—Ornithology.

Majors in secondary education and Biology teachers can profit by supplementing general science and biology courses with Conservation 85—Forestry, Conservation 147—Nature Study, Conservation 148—Ornithology, and Conservation 149—Game Management.

Students who expect to enter the field of conservation as foresters, game managers, and similar work with wildlife, should select all courses in conservation except those planned especially for elementary teachers.

AGRICULTURAL EDUCATION

123—**Landscape Gardening.** Four hours.

Lectures, laboratory, and field work as required by instructor.

A course planned to develop appreciation for, and understanding of, the principles of design. Emphasis on soils, propagation, culture, and use of native plants for home and school.

CONSERVATION

85—General Forestry. Four hours.

Lectures and field work at the discretion of the teacher, five hours per week.

A survey of the major phases of forestry, with special emphasis on farm forest development, protection, and use.

101—Conservation of Wildlife. Two hours.

An introductory survey of wildlife resources of North America, including the relationships of the flora and fauna to economic and cultural life, the history of wildlife conservation, and the programs of governmental agencies.

132—Science for Elementary Teachers. Four hours.

Two double activity periods per week and two hours lecture.

A professional course in basic principles of science needed by elementary teachers, and methods of presentation to children.

133—Introductory Ecology. Four hours.

Two lectures and two laboratory and field-trip periods per week.

Course dealing with both animals and plants in relation to their environment and their responses to changing conditions.

141—Field Conservation. Two hours.

Offered in fall only.

A course planned to train science and social science teachers in the practical aspects of conservation. Trips under direction of specialists to see demonstrations of conservation in action on soil, forest, water, and wildlife projects.

142—Field Conservation. Two hours.

Offered in spring only.

A continuation of Conservation 141, planned to give the spring aspects of conservation. Requirements are similar.

147—Nature Study and Elementary Science. Four hours.

Two theory periods and two two-hour periods each week.

A course for the elementary teacher, dealing with environment of the child, and giving general directions as to material and methods to be used.

148—Ornithology. Four hours.

Two lectures and two double periods of field work per week.

An introduction to the study of birds, including biological principles, identification, habitats, food supply, and means of protection.

149—Game Management. Four hours.

Lectures and field work two single and two double periods per week.

An introductory study of native game animals in relation to habitats, and civic organizations.

177—Conservation Problems. Four hours.

Offered fall and winter quarters by conference and report method.

A course designed for teachers and social workers in rural communities, including a survey of soil, water, forest, grazing, agriculture, mineral, and industrial resources of selected areas.

178—Resource Use Education. Four hours.

A course designed to give teachers and conservationists an understanding of the ways and means of using natural resources to meet ordinary needs more adequately.

DEPARTMENT OF ELEMENTARY SCHOOL EDUCATION

Leo R. Miller, Chairman

Black, Dent, Easterling, Eure, Knight, Lucas, Staiger

A Class Conference in the Department of Elementary School Education

The courses described in this department are concerned principally with the background and preparation of those students intending to teach in the elementary and junior high schools. The prospective teacher of elementary schools will major in this field and earn a minor in a related academic field.

Requirements for Major

A student majoring in elementary education will complete the requirements for the B. S. Professional Degree, the requirements for which will include the core curriculum, the major, a minor, and a number of elective courses. The minor and the electives should be chosen carefully according to the student's plans for the future and in consultation with his adviser.

A. Curriculum—College Core

The student majoring in elementary education must include the core specified for the Bachelor of Science Professional Degree as outlined on page 66 of this catalog. He shall also elect Geography 33 or 43, Physical Education 149, and Conservation 147 among his core courses. Physical Education 149 will serve as his elective in physical education and Conservation 147 will count as four hours of his required physical science.

B. Curriculum—Professional Requirements

The student working toward the B. S. Professional Degree must include in his program the courses leading toward the Class A teaching certificate.

Those requirements are listed on page 67 of this bulletin. A student earning this degree in elementary education will automatically meet all requirements for the Class A elementary teaching certificate in Mississippi.

C. Curriculum—Departmental Requirements

1. General Requirements

The student majoring in elementary education must complete 96 quarter hours in courses at the senior college level and must complete 68 quarter hours in courses numbered above 100.

Requirements for a Major in Elementary School Education

Freshman Year	Hours
English 25, 26, 27	12
History 27, 28	8
Biological Science 37, 38	8
Mathematics 21	4
Physical Education Activity Courses	3
Education 20 (Teacher and Community)	4
Art 25	4
Art 26, or Art 132 and 133 (Art for Children—both Art 25 and 4 more hours required)	4
	47

Sophomore Year	
English 73 and 74	8
Speech 31 or 131	4
Social Studies: Geography 33, and choice of Government 25, Sociology 63 or Economics 54	8
Psychology 65	4
Education 66 (Modern Elementary School)	4
Music 95 and 96 (Music for Children- Both courses are required	8
Physical Education Activity Courses	3
Health 79	4
Physical Science (Chemistry, Geology, Physics)	4
Music 97—Survey of Music Literature, or Art 112 or 113—History of Art	4
	51

Junior Year	
Education 101—Arithmetic for Children	4
Education 103—Teaching of Social Studies	4
Education 107—Reading and the Language Arts	4
Education 108—Diagnostic and Remedial Reading	4
Education 116—Audio-Visual Education	4
Education 117—Literature for Children	4
Psychology 116—Human Growth and Development, Part I: Child	4
Physical Education 149—Physical Education in the Elementary School	4
Conservation 132—Science for Children	4
Conservation 147 (or Geography 176)	4
Minor Field Selection and Electives	10
	50

Senior Year	
Education 143—Methods and Materials in the Elementary School	4
Education 169—Tests and Measurements	4
Education 181-182 or 183-184—Directed Teaching	10
Minor Field Selection and Electives	26
	44

Twenty-eight hours in one of these fields:

Biological Sciences; Commerce; English and Speech; Fine Arts; General Speech; Health and Physical Education; Home Economics; Library Science; Physical Sciences and Mathematics; Industrial Arts; Social Studies. The core courses apply on the 28 hours required for the minor.

D. Curriculum—Minor and Electives

In addition to the core requirements, the major requirements, and the departmental requirements, the student must complete requirements for a minor preferably in a related academic field. Courses not used to fulfill these stipulated requirements are free electives and may be taken in any department of the college.

An elementary school education major may minor in practically any department of the college. He must complete 28 hours in the department in which his minor is selected and none of these 28 hours has to be in courses above 100. In general, required courses in either the core or the major field will also apply toward the minor requirements. The student will select his minor in consultation with his adviser.

ELEMENTARY EDUCATION

20—The Teacher and the Community. Four hours.
An orientation course designed to introduce the student to different phases of education and psychology, to prepare him for advanced courses, and to help him decide in what field he would like to work.

66—The Modern Elementary School. Four hours.
An introduction to elementary education stressing school organization, curriculum, materials and methods in the elementary school, the daily schedule, school reports, and the personality of the teacher as a factor in success.

101 or 401—**Arithmetic in the Elementary School.** Four hours.
A course in the methods of teaching arithmetic in the elementary grades. Special attention is given to developing an understanding of numbers, teaching basic combinations, and the use of arithmetic text books and workbooks.

102—Kindergarten—Primary Education. Four hours.
A study of the contributions which group living makes to the mental and physical health of young children, with emphasis upon child development research in curricular experiences and records designed to help teacher and parent understand child development.

103 or 403—**Social Studies in the Elementary Grades.** Four hours.
A study of the social studies in the integrated curriculum and the objectives and content of the social studies, areas and sequences of units, and the selection and evaluation of social studies units for grades 1-6, inclusive.

104a, b, c—**The Reading Conference.** One and one-half hours each.
May be taken once as Education 534.
An intensive program for five days during the summer quarter consisting of lectures, group discussions, and demonstration lessons. Afternoon sessions devoted to laboratory observation and to diagnostic and remedial procedures.

107 or 407—**Reading and Language Arts in the Elementary School.** Four hours.
A course dealing with basic reading problems in the elementary grades, reading interests, and the appraisal of reading abilities. Concerns the creative aspects of language and the elimination of errors of speech.

108 or 408—**Diagnostic and Remedial Reading.** Four hours.

A study emphasizing diagnosis and remedial treatment of difficulties in reading in the elementary schools with special emphasis on practices suitable for typical classroom situations through demonstration and observation.

110 or 410—**Clinical Procedures and Case Study Techniques in Reading.** Four hours.

Prerequisite: Education 108.

A specialized course in diagnostic and remedial reading with emphasis upon educational and psychological testing and the analysis of reading difficulties. Provides clinical practice in testing and remedial work.

117 or 417—**Methods and Materials in Children's Literature.** Four hours.

Reading in mythology, legend, history, biography, fiction and poetry. Narrative and dramatic presentation. Comparative editions, graded biliographies, and standard practice in building collections of books for children.

120 or 420—**Advanced Clinical Procedures in Reading.** Four hours.

Prerequisites: Education 108 and 110.

An advanced course in reading clinic procedures. Experience provided in serving as assistant in the reading clinic, administering tests, and teaching remedial cases or groups.

143 or 443—**Methods and Materials in the Elementary Grades.** Four hours.

A critical study of general methods of instruction in the elementary subjects. Stresses approved techniques in the light of research in these fields: language arts, social studies, number relationships, handwriting, and spelling.

144a, b, c—**Projects in Elementary Education.** Four hours each.

Designed for school systems planning local projects of curriculum revision and course of study construction. Available for credit more than once if projects require more than one quarter to complete.

154—**Handicrafts for Elementary Teachers.** Four hours.

A course intended to aid the elementary teacher in guiding children in all free activities. Cardboard and wood construction, clay modeling, weaving, coping saw work, letter cutting, and basketry included.

181-182—**Student Teaching in Lower Elementary Grades.** Five hours each.

Prerequisites: Education 20, 66, 101, 103, 107, and 143; and Psychology 116.

Students arrange for this course with director of student teaching two quarters in advance. Schedules to be adjusted to allow four consecutive hours daily in the George Hurst School or in other centers.

183-184—**Student Teaching in Upper Elementary Grades.** Five hours.

See descriptive statement and prerequisites under Education 181-182.

191—**Workshop in Citizenship Education.** Three hours.

See course description under "Secondary Education."

501—**Research: Its Introduction and Methodology.** Four hours.

See course description under "Educational Administration."

504—**Foundations in American Education.** Four hours.

A survey of the philosophies, psychologies, and history of American education intended to give the student a fundamental understanding of more specialized courses in these fields. Required of all graduate students.

518—The Elementary School Principal. Four hours.
A study emphasizing the administrative problems of the principal. Considers practices in administration, supervision, school plant, supplies and equipment, attendance, curriculum, personnel, and parent-teacher cooperation. Stresses the professional leadership of the principal.

526—Supervision of Instruction. Four hours.
See course description under "Educational Administration."

528—Curriculum Problems in the Elementary School. Four hours.
A course involving analysis of elements of the curriculum. Emphasis is placed upon the implications of social life and the nature of the individual for curriculum development. Evaluates various curriculum procedures in terms of these implications.

530a, b, c—**Research in Reading.** Four hours each.
An advanced course for students interested in individual and group research in methods, materials, and procedures of instruction in reading.

532—Mesuring Results in Elementary Education. Four hours.
A course designed to equip the teacher for effective selection and construction of tests for measuring specific achievement of teaching objectives and for statistical interpretation of data. Stresses use of teacher-made tests.

534—The Reading Conference. One and one-half hours.
An intensive program for five days during the summer session, consisting of lectures, group discussions and demonstration lessons. Afternoon programs are devoted to laboratory observation and practice, and to diagnostic and remedial procedures.
May be taken only once for credit.

535a, b, c—**Special Problems.** One hour each.
A problem study to be approved by the appropriate department head, to develop knowledge and facility in a field of interest for the student which requires preparation of a scholarly paper under the supervision of a graduate professor.

536—Practicum in Reading. Four hours.
A laboratory course consisting of analysis of extreme reading disabilities, case typing, and recommended remedial procedures. Experience in techniques, procedures, and the preparation of case reports.

574—The Psychology and Education of the Elementary School Child. Four hours.
A course dealing with the mental, motor, social, and emotional development of children of elementary school age. Stresses the application of development psychology to education and guidance. Considers child growth as a progressive development.

576—Pre-School Education for School Entrance. Four hours.
A study emphasizing problems connected with the development of the whole child. Case studies analyzed, materials and equipment for work and play investigated. Activities planned to develop readiness for school.

578—Art in Child Development. Four hours.
A consideration of art as an integral part of child growth and as intimately related to the social studies curriculum of the elementary school. Opportunity provided for creative aspects of learning and for evaluation of experiences.

DEPARTMENT OF GUIDANCE

Herman Boroughs, Chairman
Massey Weatherford

The courses in guidance are planned to prepare candidates in three areas of personnel and guidance work and provide a curriculum for each area: (1) public school counselors (2)college and junior college counselors, personnel workers, and specialists, and (3) counselors, personnel workers, and specialists in community agencies.

Background courses recommended: Psychology 65, 116, 119, and 132; and Education 136, 169, 512, 532, and 574.

(Note: The courses in guidance—Education 136, 506, 522, 571, 587, 588, 590, 591a, b, c, 592, 594, and 596a, b, c, are being offered to meet the minimum state requirements for those desiring to become counselors. By careful planning and advisement a secondary-school teacher may qualify for an "AA" secondary license, and a counselor's certificate.)

GUIDANCE

136—Principles of Guidance. Four hours.
See course description under "Secondary Education."

176 or 476—**Individual Psychological Testing: Stanford-Binet.** Four hours.
See course description under "Psychology".

177 or 477—**Individual Psychological Testing: Wechsler-Bellevue.** Four hours.
See course description under "Psychology".

506—Fundamentals of Guidance. Four hours.

A brief survey of vocational and educational guidance practices. Intended to give teachers and administrators a fundamental understanding of the role of guidance in public school programs.

522—Organization and Administration of Pupil Guidance. Two hours.

Prerequisite: Education 506.

A course stressing administrative relationships in instituting and maintaining guidance programs, with study of principles and techniques for the formulation and evaluation of a complete guidance program, including cumulative records, counseling, placement, and follow-up.

571—Occupational Information Services in Guidance. Two hours.

Brief survey of present practices in vocational guidance, designed to provide the teacher and administrator with the source and content of occupational information, and with successful methods of disseminating occupational and training information.

584—Group Guidance. Two hours.

Values of group activities, application of group techniques to student needs. Attention is given to democratic leadership methods.

585—Counseling College Students. Four hours.

For advanced students planning to become college personnel workers, teachers, or administrators. Covers interviewing, personnel records, tests, and case histories.

586—Seminar in Student Personnel Problems. Four hours.

Discussion of the problems of student deans, residence hall directors, counselors and college religious directors. Special attention is given to the orientation of new students, dormitories, organizations, and other phases of student personnel programs.

587—Individual Psychological Testing: Stanford-Binet. Four hours.

See course descriptions under "Psychology."

588—Individual Psychological Testing: Wechsler-Bellevue. Four hours.

See course descriptions under "Psychology."

590—Methods and Techniques of Counseling. Four hours.

Prerequisite: Education 506.

A course designed to acquaint the guidance worker with the basic fundamentals of counseling and interviewing, including a resume of both old and new methods and techniques used in counseling the individual.

591a, b, c—Supervised Practice Counseling. Two hours each.

Prerequisite: Education 590 and consent of instructor.

Assignment of hours and responsibilities arranged with each student.

A supervised practicum in counseling giving the advanced student an opportunity for needed experience under close supervision.

592—Use and Interpretation of Tests in Guidance. Four hours.

Prerequisite: Education 506.

A course designed to provide the counselor with means of securing, recording, and using data concerning the individual, with practical experience in using tests, inventories, and other devices for measurement.

593—Analysis of the Individual. Four hours.

Prerequisite: Education 506.

A study of the methods and techniques used by guidance workers in helping individuals evaluate themselves, with consideration of collecting, assembling, and using information. Emphasis on subjective techniques.

594—**Advanced Guidance Research Seminar.** Four hours.

Assignments of problems, hours of credit, time of seminar meetings, and individual conferences will be arranged with each student.

Research in the guidance area on problems faced by counselors, teachers, and administrators.

596a, b, c—**Field Work in Guidance.** Two hours each.

Assignment of hours and responsibilities will be arranged with each student. Registration only by permission.

A course designed to give guidance students the opportunity to obtain experience in agencies that provide guidance.

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, RECREATION, AND THERAPY

J. Lloyd Milam, Chairman

Instruction: Baley, Brown, Frazier, Grantham, Hooker, Jellinek, Johnson, Milam, Seay, Shivers, Switzer, Townley, Warren, Yarrow, Yates.

Varsity Coaching: Green, Lambright, Lewis, Taylor, Thomas, Vann.

Staff of the Department of Health, Physical Education, Recreation, and Therapy

The health, physical education and recreation program is operated for the following purposes: (1) to promote the health and fitness of college students; (2) to build a basis in scientific information for good health attitudes and habits; (3) to train in habits of exercise; (4) to offer opportunity for recreation; (5) to prepare teachers, coaches, health educators, supervisors, administrators, recreation directors, and other specialists in the fields of school and community health, physical education, and recreation.

Six hours of physical education activity courses are required of all students. Freshmen men will meet the first three hours of physical education through their regular R.O.T.C. freshman course. Those students showing proficiency may choose activities during the sophomore year. Varsity players may receive credit for activity courses during the regular season.

Following the medical examination, students are interviewed in order to guide them into appropriate remedial procedures.

Men are required to have suitable uniforms consisting of "T" shirts, shorts, and soft-soled shoes. Freshman women must wear all-white gym suits. Modern dance students will wear leotards and sandals. Freshmen need bathing suits in September.

Course numbers followed by "w" indicate courses open only to women. Course numbers followed by "m" indicate courses open only to men. Courses without the letter are coeducational.

Curriculum Leading to
Bachelor of Science Degree
Recommended for
Health, Physical Education, or Recreation Majors

		Hours
A. Curriculum—College Core		78
B. Curriculum—Professional Requirements		
Education 20, 113, 169, 185, 186, Elective (2)	24	
Psychology 119, 132	8	
Education 151P	4	36
C. Departmental Requirements (Health and Physical Education Men and Women)		
Physical Education 70, 144a, 149, 151, 181 187, 190	18	
Health 151 or 196, Biology 129, 136	12	
Biology 182	4	
Recreation 140	4	42
Additional requirements for men:		
Physical Education 195a, b, 118, elect 4 hours from 100a, b, c, d	10	
and elect 2 hours from Health 133, and Physical Education 120	2	12
Additional requirements for women:		
Health 133, Physical Education 110w, 122, and 155w	12	12
(See adviser for achievement requirements)		
Electives		24
		192

Recommended Instructor's Certificates for All Health, Physical Education and Recreation Majors

(1) Driver Education Instructor's Certificate issued by the State Department of Education and the American Automobile Association.
Health 133, 135, 143, 137 (to be taken last).

(2) Swimming and Water Safety Instructor's Certificate issued by the American Red Cross.
Physical Education 125, 144a, 144b, 187.

(3) First Aid Instructor's Certificate issued by the American Red Cross.
Health 133, 143.

C. Departmental Requirements—(Recreation)

Recreation 133, 140, 148, 169, and 191	16	
Physical Education 144a or 187	2	
Electives from a least 4 of the following areas:*		
Physical Education 149 and Physical Education 151	8	
Guided electives from at least 4 of the following areas:*		

(1) Sports and games: individual and group (physical education)

(2) Dance: folk, square, modern, and social (physical education)

(3) Arts and crafts; drawing, design, painting, clay modeling, ceramics (fine arts)

(4) Industrial arts: woodworking, metalcraft, and shop work (industrial arts)

(5) Music: appreciation methods, fundamentals, and applied music (fine arts)

(6) Dramatics: acting, production, and directing (speech arts)

(7) Nature study: insect and plant life, gardening, animal and bird lore, study of fish, minerals, etc. (Division of Biological Science, Physical Science, and Industrial Arts)

(8) Administrative skills: budgeting, personnel and plant management, and salesmanship (Divisions of Commerce, Education, and Psychology)

*Certain courses in other related areas such as audio-visual education, forensics, home economics, journalism, photography, safety and health, and sociology may be offered as partial fulfillment of major requirement 24 50

D. Electives to bring total number of hours to a minimum of 192 hours.

Curriculum Leading to
Bachelor of Science Degree in Corrective Therapy
Leading to a Professional Degree in Health and Physical Education

Freshman

	Hours
Biology 37—Major Principles of Biology	4
English 25—Composition	4
Mathematics 21—Basic Algebra	4
History 27—Ancient History to 1648 A. D.	4
Physical Education IM—Physical Activity for Men	1
	17
Biology 38—Survey of Animal Kingdom	4
English 26—Composition continued	4
History 28—World History Since 1648	4
Speech 31—Oral Communication	4
Physical Education 2M—Physical Activity for Men	1
	17

English 27—Composition continued	4
Health 79—Personal Health	4
Education 20—Orientation Course	4
Physical Science	4
Physical Education 2M—Physical Activity for Men	1
	17

Sophomore

Physical Science	4
English 73—Introduction to Literature	4
Government 25—American Government	4
Psychology 65—General Psychology	4
Physical Activity 112—Golf or 134—Tennis	2
	18

English 74—Introduction to Literature continued	4
Sociology 151—Marriage and the Family	4
Physical Education 70—Introduction to Health, Physical Education, and Recreation	4
Biology 129—Human Physiology	4
Physical Education 100A—Football	2
	18

Education 113—Teaching in High School	4
Psychology 119—Educational Psychology	4
Recreation 140—Leadership	4
Physical Education 149—Methods of Teaching Physical Education	4
Physical Education 100B—Basketball	2
	18

Junior

Physical Education 118—Care of Athletic Injuries	2
Health 15—Methods in Health	4
Physical Education 151—High School Physical Education Program	4
Education 169—Tests and Measurements	4
Psychology 132—Human Growth and Development	4
	18

Physical Education 190—Organization and Administration of High School Health, Physical Education and Recreation	4
Biology 136—Anatomy for Nursing Students	4
Physical Education 195A—Coaching the Minor Sports	2
Health 133—First Aid	2
Elective	4
Physical Education—Activity Course	2
	18

Biology 182—Kinesiology	4
Physical Education 195B—Coaching in Minor Sports	2
Physical Education 144—Life Saving and Water Safety	2
Elective	3
Art or Music	4
	15

Senior

Professional Requirements—Education 185-186—Gulf Coast	10
Professional Requirement—Clinic Experience—Gulf Coast	26
	36

Minor: Secondary Education

Suggested Additional Minor: Biology

Note:

Total Hours in Entire Program	192
Total Hours in Major Field	53
Total Hours in Minor Field	34
Total Hours inCourses Numbered 100 or above	76
Total Hours in a 4 Year College	192

Special Areas of Concentration in Health, Physical Education, and Recreation

1. High school teachers of health and physical education (men and women).

2. High school teachers of health and physical education (coaches).

3. Health educators.

It is recommended that those desiring a concentration in this area select Biology 37, 38, 39, and 139; Chemistry 2 and 26; Physics 80 and 81; Mathematics 32 or 35; and Health 27, 125, 131, and 192. Adjustments may be made in the professional requirements.

4. Sanitarians.

It is recommended that those desiring concentration in this area select Chemistry 25, 26, 27; Mechanical Drawing 27, and 28; Biology 139, and 145; and Health 131.

5. Recreational leaders.

HEALTH

27—**Community Health.** Four hours.
Community control of environmental health hazards, community control of disease; health agencies.

79—**Personal Health.** Four hours.
The human body and its functioning as related to problems of health and disease.

123—**Elementary Course in Nutrition.** Two hours.
Same as Home Economics 123.

125 or 425—**Problems of Child Health.** Four hours.
Prerequisite: Health 79 and junior standing.
Child safety, nutrition, diseases of children, mental health of children, growth.

131 or 431—**Sanitation.** Four hours.
Problems of sanitation in the home and school, in food producing and handling, water supply, waste and excreta disposal. Based on an understanding of general biology.

133 or 433—**First Aid.** Two hours.
Standard first aid as approved by the American Red Cross. Emphasis on preparing students in the knowledge and skills needed in preventing accidents as well as rendering first aid to the sick and injured.

134—Home Nursing. Two hours.
Same as Home Economics 134.

135 or 435—Safety Education. Two hours.
A study of the general program of safety education in public schools, with special reference to the selection and organization of materials, including the methods and techniques of instruction: visual aids, safety projects, special programs, and the utilization of agencies outside the school.

137—Driver Education. Four hours.
Driver education provides an opportunity for public school teachers to be certified, covering such items as program of instruction, use of training cars, delegation of authority, legal responsibilities, and qualifications of teachers.

143 or 443—Advanced and Instructor First Aid. Two hours.
Prerequisite: Health 133.
An advanced study certifying personnel to conduct first aid courses in schools and community.

151 or 451—Marriage Problems and the Family. Four hours.
Same as Home Economics 151.

152 or 452—Physiology of Exercise. Four hours.
A study of the physiological changes which occur in the body during muscular activity. Based on a general understanding of the human body.

154 or 454—Health Education in Elementary Schools. Four hours.
Methods and materials for the elementary teacher, with special emphasis on instruction and on coordination of school and community health programs.

155 or 455—Health Education in Secondary Schools. Four hours.
Primarily for students majoring or minoring in health and physical education.
Materials and techniques for high school teachers of health; conducting the school health program at the secondary level.

170 or 470—Anatomy and Applied Physiology. Four hours.
A study of the human skeleton, with emphasis on the joints, points of muscular attachments, and basic principles involved in physiology of exercise.

182 or 482—Kinesiology. Four hours.
Analysis of movement based on a knowledge of anatomy and physiology as applied to the function of muscles in body mechanics.

192 or 492—School Health. Four hours.
Organization and operation of the school health program, with emphasis on policies, procedures, problems, cooperating agencies, and field work.

194 or 494—Evaluation in Health and Physical Education. Four hours.
Open to qualified seniors and graduates.
Tests in health, fitness, strength, skills and abilities. Administration and interpretation.

196 or 496—Marriage and Family Life. Four hours.
Physical, emotional, and medical basis and preparation for successful courtship, marriage, and parenthood.

540—Problems of Administration in Health, Physical Education and Recreation. Four hours.
Selection and care of equipment; school and community organizations, facilities, budget, finance, and educational publicity.

542—Problems of Curriculum in Health and Physical Education. Four hours.

Fundamental principles and bases of curriculum construction, analysis of activities for teaching purposes and program planning.

544—Foundations and Trends in Health and Physical Education. Four hours.

Scientific bases, history, principles, curricula, and professional preparation.

545—Problems in Recreation. Four hours.

Special attention to problems in recreation, including small town recreation, the school and recreation, coordinating community recreation services, field trips, public relations, program planning for given situations, and survey for recreational needs.

546—Advanced School Hygiene. Four hours.

Health service, plant and equipment, meeting community needs, utilizing community resources, health instruction.

548—Seminar in Health and Physical Education. Two hours.

Discovery and recognition of problems, evaluation of problems and procedures, types and techniques of research.

PHYSICAL EDUCATION

Theory Courses

56—History of Physical Education. Two hours.

70—Introduction to Health, Physical Education, and Recreation. Four hours.

100a—Coaching the Major Sports—Football. Two hours.

A study of the fundamentals, player selection and training, offensive and defensive formation, and game strategy of football.

100b—Coaching the Major Sports—Basketball. Two hours.

The growth and popularity of basketball, selection, practice, and training of players, offensive and defensive strategy.

100c—Coaching the Major Sports—Baseball. Two hours.

A study of the background and development of baseball, coaching of the fundamentals, player selection and placement, and other coaching problems.

100d—Coaching the Major Sports—Track. Two hours.

Development of track as a sport. Selecting of personnel, fundamentals and training techniques for all events.

110w—Teaching and Officiating Team Sports for Women. Four hours.

Soccer, speedball, field hockey, basketball, volleyball, softball, organization G.A.A., intramural, tournament. Official sports ratings given.

118m—Care of Athletic Injuries. Two hours.

The care and prevention of athletic injuries. Taping and wrapping all parts of the body.

120m-w-a-b-c—Techniques of Teaching Tumbling and Calisthenics. Two hours each.

121a-b-c-d-e-f—Beginners, Intermediate, Advanced Modern Dance. One hour each .

Prerequisite: Permission of instructor.

122 or 422—Techniques of Teaching Rhythms. Two hours.

Prerequisite: Some knowledge of music.

144a—Beginning Course in Life Saving and Water Safety. Two hours.
Prerequisite: Skill in all strokes.
Senior Life Saving, Water Safety courses approved by American Red Cross. Emphasis toward certifying life guards for swimming areas.

144b—Instructor's Course in Water Safety. Two hours.
Prerequisite: Physical Education 144a.
Emphasis on obtaining knowledge and skills beyond the scope of Senior Life Saving and certifying personnel to conduct other water safety courses in schools and community.

149 or 449—**Physical Education in Elementary Schools.** Four hours.
Materials and methods of teaching physical education in the elementary grades; both theory and practical experience in selecting, organizing and directing activities for the elementary school.

151 or 451—**Physical Education in Secondary Schools.** Four hours.
Experience in planning activities for the high school and in reviewing or learning the necessary skills and techniques of leadership. Opportunity for study of rhythms, dual sports, tumbling, gymnastics, group games (volleyball, speed ball, soccer), and aquatics.

155m or 455m—**Techniques of Officiating Sports.** Four hours.
Football, basketball, baseball, and track.

155w or 455w—**Teaching and Officiating Individual and Dual Sports.** Four hours.

160m—**Organization and Administration of High School Athletics.** Four hours.
Program theory and practice in program organization of the major and minor sports, with emphasis on selection, purchase and care of equipment; travel, scheduling, officials, facilities and business management.

181 or 481m-w—**Preventive and Corrective Physical Education.** Four hours.

187 or 487—**Theory of Teaching Swimming and Diving.** Two hours.
Prerequisite: Physical Education 125 or equivalent.

190 or 490—**Organization and Administration of Health, Physical Education, and Recreation.** Four hours.
A course emphasizing the theory and practice in adopting policies and procedures necessary to the development and administration of a sound program in small, medium, and large high schools.

195a-b-c- or 495a-b-c—**Coaching the Minor Sports.** Two hours.
Golf, tennis, badminton, volleyball, archery, handball, swimming, tumbling, and gymnastics. Practical experience in the various phases of the intramural program or the required program of physical education.

Activity Courses

Six hours of physical education courses are required of all students. All students should have 1m-w, 2m-w, and 3m-w courses in freshman year. Three additional hours may be secured by electing any of the activity courses numbered 100 or above. One should have a minimum of one course each in aquatics, rhythms, and individual or dual sports.

1, 2, 3w—**Seasonal Sports and Activities for Freshman Women.** One hour each.
(1w, meets 3 days a week fall quarter only).

1w—**Swimming, Body Mechanics, Volleyball, and Basketball.**

2w—**Modern, Folk, Square, and Social Dancing.**

3w—**Softball and Swimming.**

1, 2, 3m—**Seasonal Sports and Activities for Freshman Men.** One hour each.

1m—Swimming, Gymnastics.

2m—Gymnastics, Handball, Volleyball.

3m—Badminton, Swimming.
Tumbling, boxing, wrestling, tennis, swimming, team games.

11, 12, 13, 14, 15, 16m-w—**Individual Physical Activities.** One hour each.
Courses designed for students unable to take regular activity classes. For students who bring a physician's excuse, who are advanced in age, or others in the restricted group. Instruction on individual basis by regular appointments and not by class periods.

101w—**Softball.** One hour.

102m-v—**Football.** One hour.

104m-w—**Women's Basketball.** One hour.
Offered winter quarter only.
Open to women desiring to improve their skill and both men and women students desiring to qualify as coaches and officials for women's basketball. National rating examination given.

105w—**Soccer and Speedball.** One hour.
Offered fall quarter only.

106m-v—**Baseball.** One hour.

107—**Water Pageantry.** One hour.

108a—**Beginning Badminton.** One hour.

108b—**Advanced Badminton.** One hour.

109—**Archery.** One hour.

112a—**Beginning Golf.** One hour.

112b—**Advanced Golf.** One hour.

114a-b-c—**Relaxation.** One hour each.
A functional course in relaxation designed to prevent or to remove occupational hazards, such as tensions and fatigue.

117a—**Beginning Folk and Square Dancing.** One hour.

117b—**Advanced Folk and Square Dancing.** One hour.

119—**Bowling.** One hour.

123w-a—**Beginning Calisthenics and Tumbling.** One hour.

123w-b—**Advanced Calisthenics and Tumbling.** One hour.

124m-w—**Volleyball.** One hour.

125a—**Beginning Swimming and Diving.** One hour.

125b—**Advanced Swimming and Diving.** One hour.

132m-v—**Track and Field.** One hour.

134a—**Beginning Tennis.** One hour.

134b—**Advanced Tennis.** One hour.

136a—**Beginning Gymnastics.** One hour.

136b—**Advanced Gymnastics.** One hour.

138m—**Boxing.** One hour.

139a—**Beginning Handball and Squash.** One hour.

139b—**Advanced Handball and Squash.** One hour.

173a—**Beginning Social Dancing.** One hour.

173b—**Advanced Social Dancing.** One hour.

176m-v—**Tennis.** One hour.

177m-v—**Golf.** One hour.

RECREATION

133 or 433—**Camp Counseling and Administration of Camping.** Two hours.
A course dealing with the development of skills in the technique of camp leadership and administration.

140 or 440—**Recreation Leadership.** Four hours.
A course offering opportunity to develop individual personality and competency in leading recreational activities.

148 or 448—**Recreational Music.** Two hours.
A course approaching music in relation to recreational possibilities; developing group singing, novelties, concerts, and home-made instruments.

169 or 469—**Recreational Skills.** Four hours.
A course adapting different craft media to use in recreation programs, including making of game equipment, dramatic properties, hobbies, decorations, and other related craft.

191 or 491—**Administration of Recreation.** Four hours.
A study of official, voluntary, and private organizations for recreation, with special consideration of legal aspects, personnel, facilities, finance program, and public relations.

545—**Problems in Recreation.** Four hours.
See course description under "Physical Education".

551—**Gerontology and Recreation.** Four hours.
This is a professional course at the graduate level. The course will deal with the study of the aging process and recreational service as a technique which may enable the individual to achieve recognition and status within his own community. The emphasis will be upon the factors that promote intellectual, emotional, spiritual, and social maturity.

552—**Foundations, Trends, and Philosophies of Rrcreation.** Four hours.
This course deals with the establishment of a discipline for the field of recreational service. Course content is concerned with concepts that are traceable to early Greek philosophy, Renaissance explorations, enlightment humanism, and contemporary philosophies of the American Culture. The course presents a conceptualization of recreation, its foundations, philosophies, trends, and place in the American Culture.

553—**Administration and Supervision in Recreation.** Four hours.
The content of this course consists of that subject which represents the collected knowledge concerning the field of public administration, its principles, techniques, and practices, particularly as it pertains to recreational agencies which provide unique services to the public at large; and more generally to the supervisory process and administrative leadership in recreational agencies.

554—**Evaluation in Recreation.** Four hours.
This course will contain such vital procedures as: the quantitative and qualitative gathering of information about the recreational program; the creation of standards and the most effective means of comparison with known standards in the recreational process; the use of research techniques to discover the needs of people, to appraise existing facilities, to guage public sentiment regarding program, to discern department development.

555—**Outdoor Education and Camping.** Four hours.
This course contains phases of outdoor education concerning conscious recognition and identification of natural phenomena which includes: (1) an introduction to the elements and philosophy of outdoor education as it is related to recreation; (2) the integration of the arts and sciences in outdoor education; (3) fundamentals of outdoor living or camping; and (4) methods of programming in an outdoor setting.

DEPARTMENT OF INDUSTRIAL ARTS

Zed H. Burns, Chairman

Burns Crowder Thomas

The Department of Industrial Arts offers a choice of four undergraduate curricula, each of which leads to the Bachelor of Science degree. These four curricula are as follows: the professional curriculum for the preparation of teachers of industrial arts, the non-professional curriculum, the architectural drafting curriculum, and the manual arts therapy curriculum. For graduate offerings see the Graduate School catalog.

Students who plan to teach industrial arts must take at least 45 quarter hours in this field and must have at least a minimum of work as follows: general shop—4 hours, wood work—8 hours, metal work—8 hours, drawing—8 hours, elective—17 hours. In addition to the core curriculum (page 66) the student in this curriculum must elect to take Education 116, Industrial Arts 27, 31, 41, and 63, also Music 97 or Art 112 during his freshman or sophomore year. Other courses in Education and Psychology are also required to qualify for a teaching license as given below.

Curriculum recommended for
PROFESSIONAL INDUSTRIAL ARTS MAJOR
(See Basic College for work of first two years)

Junior Year—48 Qr. Hrs.

Psychology 119, 132	8
Education 113	4
Electives	12
Industrial Arts 64, 126 or 127, 140, 142, 114, 150, 160	26
	50

Senior Year—44 Qr. Hrs.

Education 151G and 169	8
Education 162 or 164	2
Education 185 and 186	10
Electives	16
Industrial Arts 128 and 190	8
	44

Those individuals who are interested in securing technical training may major in industrial arts by taking 36 quarter hours of work in this field. Where this non-professional major is selected the student is encouraged to minor in some allied technical field such as mathematics, physics, chemistry or management. Twenty-eight quarter hours are required for a minor in industrial arts.

The Department of Industrial Arts offers a special four-year curriculum for those interested in becoming architectural draftsmen.

Curriculum recommended for

ARCHITECTURAL DRAFTING MAJOR

Freshman Year

Fall	Hrs.	Winter	Hrs.	Spring	Hrs.
English 25	4	English 26	4	English 27	4
History 27	4	History 28	4	Speech 31	4
Math 31	4	Math 32	4	Math 35	4
Art 23	4	Art 32	4	Art 118	4
P. E. Activity or ROTC	1	P. E. Activity or ROTC	1	P. E. Activity or ROTC	1
	17		17		17

Sophomore Year

Fall	Hrs.	Winter	Hrs.	Spring	Hrs.
Psychology 65	4	Psychology 149	4	Math 48	4
English 73	4	English 74	4	Economics 55	4
Sociology, Geog., or Government	4	History 160 or Arts 112	4	History 162 or Art 113	4
Physics 90 or 80	4	Physics 91 or 81	4	Physics 92 or 82	4
P. E. Activity or ROTC	1	P. E. Activity or ROTC	1	P. E. Activity or ROTC	1
	17		17		17

Junior Year

Fall	Hrs.	Winter	Hrs.	Spring	Hrs.
Health 79	4	Geology 41	4	Ag. Ed. 123	4
P. E. elective	4	Bus. Adm. 183	4	Ind. Arts 114	4
Ind. Arts 140	4	Ind. Arts 142	4	Ind. Arts 160	4
Ind. Arts 126	4	Art 122	4	Math 47	2
plus ROTC		plus ROTC		plus ROTC	
	16		16		14

Senior Year

Fall	Hrs.	Winter	Hrs.	Spring	Hrs.
Ind. Arts 170		Ind. Arts 171		Ind. Arts 172	
Arch. Design I	4	Arch. Design II	4	Arch. Design III	4
Ind. Arts 137	4	Ind. Arts 180		Ind. Arts 181	
Electives	8	Structures I	4	Structures II	4
		Electives	8	Electives	4
	16		**16**		**12**

For those individuals interested in entering the field of manual arts therapy the following curriculum is provided. Students selecting this curriculum will comply with the requirements of core curriculum, page 66, and will also take the courses specified below. The senior year will be taken in cooperation with certain government agencies with the student in residence either at Gulfport or Biloxi, Mississippi.

Curriculum recommended for

MANUAL ARTS THERAPY

(See Basic College for core of first two years)

Freshman and Sophomore

	Hours
Art 21—Freehand Drawing	4
Art 23—Beginning Design	4
Industrial Arts 31—Woodwork	4
Industrial Arts 27—Mechanical Drawing	2
Industrial Arts 114—Plastics and Leather	4
	18

Junior

Art 131—Ceramics	4
Biology 129—Human Physiology	4
Industrial Arts 142—Machine Shop	4
Industrial Arts 41a—General Shop	2
Elective	4
	18
Psychology 137—Mental Hygiene	4
Education 136—Principles of Guidance	4
Art 128—Jewelry Design	4
Industrial Arts 160—Electricity	4
Elective	2
	18
Psychology 191—Abnormal Psychology	4
Art 112—History of Art	4
Industrial Arts 64—Metal Work	2
Art 160 or 162—Advanced Jewelry Design or Ceramics	4
Industrial Arts 127—Architectural Drawing	4
	18

27—Engineering Drawing I. Two hours.

Use of drawing instruments, geometric construction. Conventions used in depicting objects for reproduction. Representation in one, two and three dimensions. Shades and shadows. Object drawing. Special practice in lettering. Orthographic projection, cross-sections, dimensioning.

28—**Engineering Drawing II.** Two hours.
Prerequisite: Industrial Arts 27.
Four-hour class.
Development of surfaces and intersections for sheet metal work. Isometic, oblique, and cabinet projection. Drafting room practice. Advanced study of working drawings, detail and assembly, sheet lay-out, and structures.

31a—**Woodwork.** Two hours.

A course designed to develop skill, knowledge and appreciation in the care and use of woodworking tools, materials, processes, and products. Hand and machine tools, tool processes, tool maintenance, wood and lumber, joints, gluing, nails and screws, wood turning, carving and inlaying, finishing, and upholstery.

31b—**Continuation of 31a—Woodwork.** Two hours.

41a—**General Shop.** Two hours.

A general course in accordance with the modern development of industrial education. Sheet metal, elementary electricity, and house wiring.

41b—**Continuation of 41a—General Shop.** Two hours.

63a—**Advanced Woodwork.** Two hours.

Continuation of Industrial Arts 31, with emphasis on the selection of projects to implement the objectives of an industrial arts program. The importance of individual design.

63b—**Continuation of 63a—Advanced Woodwork.** Two hours.

64—**Metal Work.** Two hours.

An introduction to the application of hand and machine processes. Simple pattern drafting. Study of materials. Working cold iron; cutting, forming, seaming, burning, crimping, and fastening, as applied to the making of sheet metal products.

110—**Bookbinding.** Four hours.

A complete course in hand binding. Included are stripping and colating, sewing, backing and glueing, case making, titling, and finishing.

114—**Leather Work.** Four hours.

Instruction in tooling, embossing, lacing, and designing selected leather projects.

115—**Plastics.** Two hours.

A study of plastics in common use; general operations in design, shaping and finishing selected projects.

126—**Engineering Drawing III.** Four hours.
Prerequisite: Industrial Arts 27 and 28.
Use of instruments, engineering lettering, freehand sketches, applied geometry, orthographic projection, pictorial drawings, sectional views, and working drawings from written descriptions as well as from actual objects.

128—**Planning and Equipping of the School Shop.** Four hours.
Planning the laying out of rooms and other building facilities. Purchase and arrangement of equipment. Selection of suitable equipment for special conditions. The cost of equipment, supplies, and maintenance.
Similar to Industrial Arts 170 but intended for the non-professional draftsman.

127—**Architectural Drawing.** Four hours.

129—**Shop Care and Management.** Four hours.

A study of machine placement; student movement; arrangement of safety zones; upkeep and repair of tools; tool storage and distribution; storage of materials; assembly areas; and the general appearance of the shop.

130—**Engineering Drawing IV.** Four hours.

A continuation of IA-126 on a more advanced scale.

135—**Descriptive Geometry.** Four hours.

A study of the general principles of descriptive geometry and their application to engineering, architecture, and geology.

137—**Statics.** Four hours.

Prerequisite: Physics 80 or 90 and Mathematics 35.

An elementary technical study of force systems and their action on rigid bodies at rest. Topics considered are center of gravity, moment of inertia of areas, and friction. For architectural and engineering students.

140—**Welding.** Four hours.

Theory and practice in oxy-acetylene and arc welding. Construction of appropriate projects is required.

142—**Machine Shop.** Four hours.

Introduction to the procedures in grinding; thread cutting; quick change gears; the drill press and its operation; taper turning; cutting tools; grinding machines; and the assembling of machine parts.

154—**Handicrafts for Elementary Teachers.** Four hours.

A course for teachers of both lower and upper elementary work. Intended as an aid to the teacher in her preparation to guide the children in all free activities. Cardboard and wood construction, weaving, coping saw work, and letter cutting.

160—**Industrial Arts Electricity.** Four hours.

An introduction to some phases of electricity such as magnetism, bell wiring, bell transformers, repair of electrical appliances, sources of electrical energy, house wiring, and generators and motors.

170—**Architectural Design I.** Four hours.

Use of drawing tools, delination, lettering, shadows and perspective, elementary design problems.

171—**Architectural Design II.** Four hours.

Analysis and solution of simple problems of architectural design, study of space and mass, structural details, outline specifications.

172—**Architectural Design III.** Four hours.

Analysis and solution of architectural problems of moderate complexity, emphasis on domestic problems and simple commercial buildings. Attention is given to construction and finish details through research, discussion, drawings, and models.

180—**Structures I.** Four hours.

Analysis of fundamental structural principles, application of mathematics to structural theory.

181—**Structures II.** Four hours.

Study of statically determined structures including shear and bending moments, torsion, slope and deflection, design of beams, columns, trusses, struts, problems dealing with wood, reinforced concrete, steels, and other materials.

190—History and Philosophy of Industrial Arts. Four hours.
Open to juniors and seniors.
A critical consideration of various points of view; important contributions to general education; philosophy of industrial arts education.

Graduate Courses

506—Foundations and Principles of Industrial Arts. Four hours.
A basic course on the underlying philosophy and principles of industrial arts education. Objectives and relation to allied fields. Research and individual reports required.

514b—Thesis. Six hours.
535a, b, c—Special Problems. One to four hours.
Intensive study of a selected research area or problem in industrial arts.

550—Establishing the Industrial Arts Program. Four hours.
A detailed consideration of the individual school program in industrial arts, its organization, physical and educational requirements, and coordination with other educational requirements. Specific problems studied and reported.

560—Shop and Small Plant Design. Four hours.
Fundamental problems in design of work space. Working drawings and reports required.

570—Advanced Graphic Science. Four hours.
A study of the methods and materials used in graphic science, advanced engineering and architectural drafting. Study of the literature and techniques in this field.

580—Leadership. Four hours.
Study of the factors effecting leadership in a school or industrial setting; emphasis is placed on status and esteem as factors.

594a, b, c—Seminar in Industrial Arts Problems. Two hours per quarter. May be taken three quarters.
Survey of field of industrial arts and intensive study of selected problems.

DEPARTMENT OF LIBRARY SCIENCE

Anna M. Roberts, Chairman

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A student majoring in Library Science may elect one of several alternative plans. He may work toward either the B.A. or the B.S. Professional degree. The student's choice of program should be determined by his plans for the future and in close conjunction with his adviser.

A. Curriculum—College Core

The student working toward either degree must include the appropriate core curriculum subjects for his degree. Core curriculum may be found on pages 66 and 67 of this catalog.

B. Curriculum—Professional Requirements

The student working toward the B.S. Professional degree must include in his program the courses leading toward the Class A teaching certificate. Those requirements are listed on page 67 of this bulletin.

C. Curriculum—Departmental Requirements

1. General requirements:

The student wishing to major in Library Science, regardless of his degree plan, must take 43 hours in the Department of Library Science, all of which must be in courses numbered above 100. Required of all majors in addition to Library Science is Education 116.

Students may qualify for the Class A Certificate by completing at least 36 quarter hours of library science:

	Qtr. Hrs.
Books and related materials for children and young people	9
Organization and Administration of Libraries	9
Electives in library science	18

No correspondence or extension work is counted toward this credit.

Five hours of the directed teaching may be in school library practice. Education 116 (Audio-Visual Education) may be counted toward the major in library science, provided it is done in residence.

Students who are planning to study librarianship should consult the chairman of the Department of Library Science for advice regarding their curricula.

Suggested Curriculum for Bachelor of Science Degree with a Major in Library Science
(Professional Teaching Program)

Freshman and Sophomore Years

Courses listed in Basic College Core

Junior and Senior Years

	Hours
Library Science 101, 102, 103, and 115-116	22
Library Science 122, 127, 128, 132 and 189	21
Education 20, 113, 116, 169, and 185	21
Psychology 119 and 132	8
Fine Arts	4
Electives	21

The Bachelor of Science degree with library science as a major may be had in the regular or non-teaching program. The library staff should be consulted in this connection.

Suggested Curriculum for Bachelor of Arts Degree with a Major in Library Science

Freshman and Sophomore Years

Courses listed in Basic College Core

Junior and Senior Years

	Hours
Library Science 101, 102, 103, and 115-116	22
Library Science 122, 127, 128, 132 and 189	21
Education 116	4
Electives and minor	46

D. Curriculum—Minor and Electives

In addition to the core requirements, the certification requirements and the departmental requirements, the student must also complete the requirements for a minor, preferably in a related field. Courses not used to fulfill any of these requirements are free electives and may be taken in any department of the college.

Requirements for Minor

The student minoring in library science must take 28 hours in the department all of which must be in courses numbered above 100. Recommended for the minor are 102-103, 115-116, 127, 132, 101, and 122.

COURSES OF INSTRUCTION

101—**Book Selection.** Four hours.

A general study of principles of selection and standards for evaluation of books, periodicals and other library materials; book publishers, series and editions; use of standard book selection aids.

102—**Books and Related Materials for Children.** Five hours.

A study of library materials and their uses for children of preschool age through the elementary grades; emphasis on the examination of both printed and audio-visual materials.

103—**Books and Related Materials for Young People.** Four hours.

A study of the reading needs and interests of adolescents with criteria for selecting books for the school library. Emphasis on a wide study of both books and allied materials.

115—**Organization and Administration of School Libraries.** Five hours.

A study of the technical processes involved in organizing a library; circulation, classification and cataloguing; care of collections; maintenance of library materials, library quarters and equipment, finance, the acquisition of books and non-book materials.

116—**Organization and Administration of School Libraries.** Four hours.

Continuation of 115. May be taken concurrently with 115.

(NOTE: Education 116—Audio-Visual Education—may be counted as library science. For description, see Education Department.)

122—**The Library and the Community.** Four hours.

Relation of the library to other agencies and resources of the community; the provision of library materials for community and school groups; fundamentals of operation for county and regional systems.

127—**School Library Reference Materials.** Four hours.

Required for the 27-hour program and above.

The study and evaluation of basic reference materials for school library use.

128—**Advanced Reference and Bibliography.** Four hours.

Prerequisite: Library Science 127. Not required on 27-hour program.

A study of the more specialized reference material, including bibliographic and government materials, lectures, and problems.

132—**Classification and Cataloguing.** Four hours.

Prerequisites: Library Science 115, 116, and 127.

A study of the fundamental principles and methods of classification and cataloguing suitable for the average school library situation. Dewey Decimal Classification and simplified cataloguing with emphasis on the printed cards and other aids.

133—**Classification and Cataloguing.** Four hours.

Prerequisite: Library Science 132.

Expansion of the principles and methods of classification and cataloguing with attention given to more advanced problems.

189—**Practice Work.** Five hours.

Prerequisite or parallel: Library Science 115-116.

Culmination course for majors in Library Science to be taken in lieu of Education 186. Experience in various phases of library work. Approximately 180 hours of laboratory work including a one-day field trip which will involve a small expense.

192a, b, c—**School Library Problems.** One and one-half hours each.

An intensive course through group study in the analysis of special problems in the library field. Full-time work for five days, offered during the summer quarter; to be conducted through the cooperative efforts of the Department of Library Science and the State Department of Education.

DEPARTMENT OF PSYCHOLOGY

Ray S. Musgrave, Chairman

Broxton, *Clegg, Frye, Kern, Massey, Rabin, Staiger, Stritch, Woolington

Psychological Laboratory

The Department of Psychology offers a full range of courses in psychology and two major sequences. It also serves as a service department in teacher education, offering certain courses required for teacher certification. In addition, the Department of Psychology stands in this same service relationship to other schools and departments in the college which require or recommend courses in psychology in their respective curricula.

Requirements for Major

A student majoring in psychology may elect one of several alternative plans. He may work toward either the B.S. or the B.A. degree. In each degree program he may follow either the preprofessional major sequence, or he may elect the general major program. The student's choice of program should determine his plans for the future in close consultation with his adviser.

General Psychology Major—Non-Professional

This major is provided for the student who is interested in psychology and who plans to enter an occupation other than professional psychology. The student who elects this major will not be recommended for professional work in psychology or for graduate professional training. Students aspiring to advance professional training in psychology should take the preprofessional sequence.

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*On leave of absence, 1958-59

Psychology Major—Preprofessional

This major sequence is planned to provide the student with the background and skills essential for graduate professional training in psychology.

A. Curriculum—College Core.

The student working toward either degree must include the appropriate core curriculum subjects for his degree. Core curricula may be found on pages 66 and 69 of this catalog.

Bachelor of Science candidates should take Biology 37 and 38 and eight hours of physical science to meet science core requirements. They should also elect Sociology 63 as one of the social science core requirements. Those who contemplate advanced graduate work are reminded that a reading knowledge of two foreign languages is often required, and the undergraduate program affords an excellent place to take work in at least one language.

Bachelor of Arts candidates include Biology 37 and 38 in their core science requirement. They should also take one course in philosophy, one course in mathematics, and at least one course in sociology as parts of the prescribed core.

B. Curriculum—Departmental Requirements

1. General and Specific Requirements

The student wishing to major in psychology, regardless of his degree plan, must take 36 hours in the Department of Psychology in addition to Psychology 65. Required of all majors are Psychology 65 and 129. Psychology 187 and 191 are strongly recommended.

The student taking the preprofessional psychology major should take, in addition to Psychology 65, 129, 186 or 187, and 191 as indicated above, Psychology 139, 178, 180, 190, and 194 plus one additional course.

The student following the Bachelor of Science degree program should take, in addition to the College Core and specific major requirements listed above, either Biology 129, or 140, Mathematics 120, one course in philosophy, and at least one advanced sociology course.

The student following the Bachelor of Arts degree program shall take Mathematics 120 in addition to the College Core and specific major requirements listed above.

C. Curriculum—Minor and Electivess

In addition to the core requirements and the departmental requirements, the student must also complete the requirements for a minor preferably in a related field. Courses not used to fulfill any of these requirements are free electives and may be taken in any department of the college.

PSYCHOLOGY

65—**General Psychology.** Four hours.

Prerequisite: Sophomore standing.
An introduction to the scientific study of human behavior and experience. A core requirement for all degrees.

116—Human Growth and Development, Part I: Child. Four hours.

Prerequisite: Psychology 65.
Study of the child through the elementary school years, emphasizing principles and problems of development. Case studies of individual children.

119—Educational Psychology. Four hours.
Prerequisite: Psychology 65.
Application of psychological methods, facts, and principles to education.

129—Applied Psychology. Four hours.
Prerequisite: Psychology 65.
Application of psychological methods and principles to occupational fields other than education, including business and industry, law, medicine, the ministry, and others; emphasis on increased personal efficiency.

132—Human Growth and Development, Part II: Adolescent. Four hours.
Prerequisite: Psychology 65.
A course dealing with development of the individual through the adolescent years. Case studies of individual adolescents.

137—Mental Hygiene. Four hours.
Prerequisite: Psychology 65.
Characteristics of the wholesome personality and the building of healthy emotional attitudes; promotion of good mental health and prevention of abnormalities.

139 or 439—**Social Psychology.** Four hours.
Prerequisite: Psychology 65.
(Same as Sociology 139).
Psychological factors and influences in group behavior. Study of the individual in group situations, and the influence of the social environment on his behavior and development.

149 or 449—**Industrial Psychology.** Four hours.
Prerequisite: Psychology 65 (Mathematics 120 recommended).
Applications of psychological principles and methods to problems of industry, emphasizing employee selection and placement, merit rating, accident reduction, training, and measurement and improvement of employee morale.

176 or 476—**Individual Psychological Testing: Stanford-Binet.** Four hours.
Prerequisites: Good background in psychology and permission of the instructor.
Experience under close supervision in the administration, scoring, and interpretation of the Terman-Merrill Revision of the Stanford-Binet test; use of test results in diagnosis of scholastic and personality problems.

177 or 477—**Individual Psychological Testing: Wechsler-Bellevue.** Four hours.
Prerequisites: Good background in psychology and permission of the instructor.
Experience under close supervision in the administration, scoring, and interpretation of the Wechsler Adult Intelligence Scale; use of test results in diagnosis of scholastic and personality problems.

178 or 478—**Psychological Measurement.** Four hours.
Prerequisites: Psychology 65 (Mathematics 120 recommended).
Theory, problems and techniques of psychological measurement. Group tests of ability, aptitude, interests and personality are emphasized.

180 or 480—**Psychology of Personality.** Four hours.
Prerequisites: Psychology 65 and permission of the instructor.
A study of the factors involved in the development of the mature personality, with an analysis of the structure and dynamics of personality; critical review of methods of personality evaluation.

186 or 486—Experimental Psychology I. Four hours.
Prerequisites: Psychology 65 and permission of the instructor (Mathematics 120 recommended).
Two hours of lecture and two two-hour laboratory periods.
Introduction to psychological laboratory work. Experiments include study of sensory and perceptual processes, emotion and motivation.

187 or 487—Experimental Psychology II. Four hours.
Prerequisites: Psychology 65 and permission of the instructor (Mathematics 120 recommended). Two hours of lecture and two two-hour laboratory periods.
Introduction to psychological experimental techniques. Experiments include study of learning, memory, and thinking.

188 or 488—Experimental Educational Psychology. Four hours.
Prerequisites: Psychology 65, and 119 or 116.
A study of the methods and techniques of experimental study of school problems; experience in setting up and conducting studies.

190 or 490—Physiological Psychology. Four hours.
Prerequisites: Psychology 65, Biology 37 and 38, or equivalent.
Relationships between physiological functions, especially those of the nervous system, and psychological functions, including perception, emotion, motivation and learning. Primarily for psychology majors and premedical students.

191 or 491—Abnormal Psychology. Four hours.
Prerequisites: Good background in psychology and permission of the instructor.
Study of the major psychoses, the psychoneuroses, and mental deficiency; field trips and demonstration clinics. Primarily for psychology majors, premedical students, and students planning to enter law, social work, teaching, or the ministry.

194 or 494—History and Systems of Psychology. Four hours.
Prerequisite: Permission of the instructor.
Review of the history of psychology, and intensive study of current systems of psychology. Primarily for psychology majors as final senior course.

195—Special Problems in Psychology. Two to four hours.
Prerequisites: Twenty-eight hours in psychology and approval of the department chairman.
Intensive study of a specific topic or problem in contemporary psychology. Preparation of a series of formal papers and reports.

Graduate Courses

501—Quantitative Methods and Research Design in Psychology. Four hours.
Problems of research design, utilization of quantitative methods in planning research, collection, analysis, and interpretation of data, and testing of hypotheses.

502—Advanced Experimental Psychology. Four hours.
Critical evaluation of and use of a variety of experimental techniques. Each student conducts an original study.

503—Learning and Motivation. Four hours.
Consideration of the basic concepts, problems, and research methodology in the study of learning and motivation.

504a, b, c—Seminar in Problems in Contemporary Psychology. Two hours each quarter for three quarters.

510—Advanced Educational Psychology. Four hours.
Designed primarily for the graduate student wishing to broaden his knowledge in the field of psychology of learning. Careful study of research and experimentation dealing with individual and group learning.

514b—Thesis. Six hours. (Credit deferred until thesis completed.)

520—Intelligence: Theories and Development. Four hours.
Nature of intelligence, and its development; critical evaluation of methods of measurement; relation of intelligence to social efficiency.

521—Introduction to Projective Techniques. Four hours.

Introduction to the theory, use, and limitations of projective techniques.

522—Personality. Four hours.

Consideration of the major theories of personality, and research on the development and measurement of personality.

523—Personnel and Industrial Psychology. Four hours.

Intensive study of selected problems in industrial and personal psychology.

524—Physiological Psychology. Four hours.

Study of neurophysiological mechanism in behavior, and related problems.

535a, b, c—Special Problems. One hour each.

Intensive study of a selected research area or field of professional psychology.

574—Advanced Child Psychology. Four hours.

A course dealing with the mental, motor, social, and emotional development of children of elementary school age. Stresses the application of development psychology to education and guidance. Considers child growth as a progressive development.

575—Advanced Adolescent Psychology. Four hours.
An advanced study of the adolescent and his needs in the home, school, and community. Includes a survey of the research studies and literature on the period of adolescence, and individual and group reports.

587—Advanced Individual Psychological Testing: Stanford-Binet. Four hours.
To equip the psychological worker to administer individual intelligence tests, and to interpret and apply the test results for diagnosing diffculties in scholastic and personality adjustment. Thorough analysis and intensive practice in mental testing is afforded. The Terman-Merrill Revision of the Stanford-Binet is employed. Approval of the department chairman or instrutor is required for admission to the course.

588—Advanced Individual Psychological Testing: Wechsler Scales. Four hours.
To equip the psychological worker to administer individual intelligence tests, and to interpret and apply the test results for diagnosing difficulties in scholastic and personality adjustment. Thorough analysis and intensive practice in mental testing is afforded. The Wechsler Scales are employed. Approval of the department chairman or instructor is required for admission to the course.

The undergraduate courses listed below, numbered in the 400's, may be taken also by graduate students with special permission from the dean of the School provided the courses have not been taken for undergraduate credit.

439—Social Psychology. Four hours.
Prerequisite: Psychology 65.
(Same as Sociology 139.)

Psychological factors and influences in group behavior. Study of the individual in group situations, and the influence of the social environment on his behavior and development.

476—Individual Psychological Testing: Stanford-Binet. Four hours.
Prerequisites: Good background in psychology and permission of the instructor.

Experience under close supervision in the administration, scoring, and interpretation of the Terman-Merrill Revision of the Stanford-Binet test; use of test results in diagnosis of scholastic and personality problems.

477—Individual Psychological Testing: Wechsler-Bellevue. Four hours.
Prerequisites: Good background in psychology and permission of the instructor.

Experience under close supervision in the administration, scoring, and interpretation of the Wechsler Adult Intelligence Scale; use of test results in diagnosis of scholastic and personality problems.

478—Psychological Measurement. Four hours.
Prerequisites: Psychology 65 (Mathematics 120 recommended).

Theory, problems and techniques of psychological measurement. Group tests of ability, aptitude, interests and personality are emphasized.

480—Psychology of Personality. Four hours.
Prerequisites: Psychology 65 and permission of the instructor.

A study of the factors involved in the development of the mature personality, with an analysis of the structure and dynamics of personality; critical review of methods of personality evaluation.

487—Experimental Psychology. Four hours.
Prerequisites: Psychology 65 and permission of the instructor (Mathematics 120 recommended).

Two hours of lecture and two two-hour laboratory periods.

Methods and techniques of psychological experimentation. Experiments include study of sensory and perceptual processes, motivation and emotion, learning and memory, and thinking.

488—Experimental Educational Psychology. Four hours.
Prerequisites: Psychology 65, and 119 or 116.

A study of the methods and techniques of experimental study of school problems; experience in setting up and conducting studies.

490—Physiological Psychology. Four hours.
Prerequisites: Psychology 65, Biology 37 and 38, or equivalent.

Relationships between physiological functions especially those of the nervous system, and psychological functions, including perception, emotion, motivation and learning. Primarily for psychology majors and premedical students.

491—Abnormal Psychology. Four hours.
Prerequisites: Good background in psychology and permission of the instructor.

Study of the major psychoses, the psychoneuroses, and mental deficiency; field trips and demonstration clinics. Primarily for psychology majors, premedical students, and students planning to enter law, social work, teaching, or the ministry.

494—History and Systems of Psychology. Four hours.
Prerequisite: Permission of the instructor.

Review of the history of psychology, and intensive study of current systems of psychology. Primarily for psychology majors as final senior course.

496—Clinical Psychology. Four hours.

Prerequisites: Twelve hours in psychology, including Psychology 65, and permission of the instructor.

Psychological case-study method, emphasizing historical information, use of clinical tests in personality diagnosis, a general survey of prevention and treatment techniques, including introduction to the several methods of psychotherapy.

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

Ralph S. Owings, Chairman

Bigelow, Easterling, Landskov, McQuagge, Miller, Morgan

The Department of Educational Administration has the responsibility of training school administrators for various supervisory and administrative positions. Principals, supervisors, and superintendents are now required to have completed certain specified courses in this area of service, and such courses are offered in this department and in allied departments of the college. A major in this department leads to the Master of Education degree in school administration and supervision.

The master's degree is also offered with majors in these areas: secondary education, elementary education, elementary supervision, administrative personnel and counseling, psychology of reading, psychology, health and physical education, recreation, home economics education, industrial arts, general speech, speech correction and hearing, teaching of biological sciences, teaching of commerce, teaching of business education, teaching of English, teaching of mathematics, and teaching of history or the social sciences.

The degree of Master of Education, representing two years of graduate work, is offered with majors in school administration and supervision, secondary education, and elementary education.

Full treatment of curricula, course offerings, and requirements is given in the Graduate School Bulletin.

EDUCATIONAL ADMINISTRATION

501—Research: Its Introduction and Methodology. Four hours.
Methods of scientific inquiry, selection of a research topic, and functional statistics.

504—Foundations in American Education. Four hours.
See course descriptions under "Elementary Education."

507—Basic Course in Curriculum Development. Four hours.
A fundamental course in curriculum and teaching concerned with principles, problems, and issues of curriculum development, the nature and scope of educational experience and opportunities essential to a well-developed curriculum program.

510—Advanced Educational Psychology. Four hours.
See course description under "Secondary Education."

513—Organization and Administration of the Junior High School. Four hours.
The philosophy, functions, and curriculum and their implementation in the organization and administration of the junior high school program.

516—Secondary School Administration. Four hours.
The practical problems encountered by high school principals: scheduling, calendar, attendance, discipline, office management, records and reports, activities, selection and supervision of staff; the principal's professional growth and his relationship to the school, teachers, and patrons.

518—The Elementary School Principal. Four hours.
See course descriptions under "Elementary Education."

520—Local School Administration. Four hours.
Credit will not be allowed for both Education 502 and Education 520.
A basic course designed for the local school superintendent (city, county, town, or consolidated district), dealing with the various internal and external problems of the school superintendent, particularly with the legal, financial and school plant problems of the local school system.

526—Supervision of Instruction. Four hours.
A practical course in supervision from the standpoint of the elementary or secondary principal, supervisor, or superintendent. Deals with principles, nature, and procedures in supervision. Emphasizes growth of teachers in service.

555a, b—Field Problems in Production. Four hours each.
Opportunity to study local school problems of curriculum revision, course of study construction, evaluation of methods, building projects, community surveys, testing programs, and record systems under careful supervision of authorities in the field of educational research.

568—Public School Finance and Business Management. Four hours.
Principles of taxation; local, state, and federal financing of public education; equalization of educational opportunity; budget making; school business administration; management of school property and supplies. For superintendents and business managers.

SECOND YEAR GRADUATE WORK

700a, b, c—Field Problems in Administration and Supervision. Two hours each.
A seminar in supervision for the in-service superintendent dealing with principles, nature, and procedures. Criteria developed to evaluate teaching

efficiency. Conferences and observations utilized to gain insight into effective learning situations.

702—**Research Problem.** Eight hours.
Selection of practical educational problems for solution by candidates for Master of Education degree, using research and professional knowledge. Scholarly report required.

704—**School-Community Relations.** Four hours.
A study of the public relations problem faced by the in-service superintendent; reporting to parents and acquainting community with the purposes, methods, accomplishments and needs of the school.

706—**Administration of School Building and Grounds.** Four hours.
Designed for the local superintendent, treating the problems of housing, such as surveys, architect, finance, site, plans and specifications, equipment, awarding contract, construction procedures, accepting, building, and care of grounds.

708—**Administration of School Personnel.** Four hours.
A course stressing the administrative relationships involved in developing satisfactory personnel policies, techniques, and regulations dealing with the pupil, the staff, and the public. The general principles of personnel management as it affects the pupil and staff, instructional and noninstructional, will be covered.

710—**School Law.** Four hours.
Legal aspects of such factors as school income, injury to pupils, keeping the school census, enforcing attendance, teaching certain subjects, and related matter.

712—**Public Speaking.** Two hours.
The development of proper speech habits, voice modulation, posture, and delivery. Emphasis placed upon organization of talks dealing with public relations topics affecting the school program.

714—**State and Local Government.** Four hours.
An introduction to the organization and problems of state government with specific application to the conditions existing in Mississippi, and the powers and duties of the various state and local officials as they relate to the operation of the public schools.

716—**History of Public Education in the United States.** Four hours.
A survey of the development of elementary and secondary education in the United States with emphasis on the nineteenth and twentieth centuries.

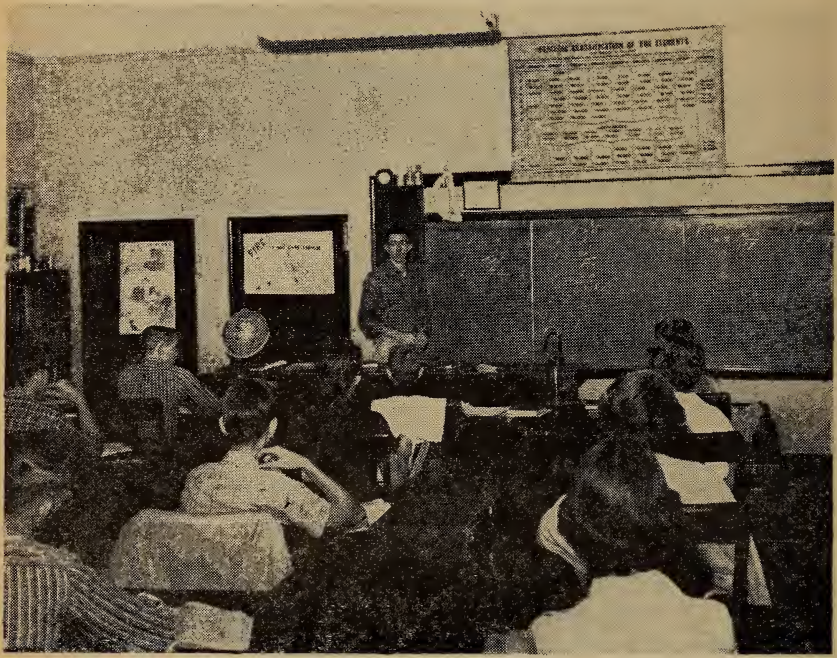
718—**Comparative Philosophies of Education.** Four hours.
A study of issues in educational philosophy, and criticism and evaluation of the major works of contemporary educational philosophers.

720—**Administrative Workshop.** One and one-half hours per week.
(Course may be repeated, with only nine hours counting toward a degree.)

DEPARTMENT OF SECONDARY EDUCATION

N. L. Landskov, Chairman

Bigelow, Black, Hagenson, Kenna, Morgan, Weatherford



A Student Teacher in George Hurst School

A student desiring to qualify for a high-school teacher's certificate will major in the subject matter field of his choice, and will register in the School of Education and Psychology. Also he will be expected to have completed the college core requirements (page 66) and, if certified in the State of Mississippi, a course in fine arts. In addition, the student will complete th professional courses in education and psychology listed below. This is the pattern to follow for a B.S. Professional degree, a pattern which satisfies certification requirements in most states. It is the recommended pattern.

Requirements for High-School Teachers

		Hours
A. Curriculum—College Core		78
B. Education—psychology courses listed below		36
Education 20*	4	
Psychology 119 and 132	8	
Education 113 and 169	8	
Special methods in major field	4	
Education electives (116, 162, 164, 128, or 136) at least	2	
Education 185-186	10	
Major and electives		78
Total		192

*Transfer students who have not had Education 20 should substitute Education 128

Requirements for

B.S. DEGREE IN EDUCATIONAL THERAPY

Freshman Year, 53 Qr. Hrs.

Education 20—The Teacher and the Community	4
*English 25, 26, 27—English Composition	12
*Speech 31—Speech	4
*History 27, 28—World Civilization	8
*Biological Science 37, 38—Biology	8
*Physical Education (activity courses)	3
*Mathematics 21 or 31—Basic Mathematics or College Algebra	4
Typing 35 or 36, or 109—Elementary, Intermediate, or Advanced Typing	4
Major or electives	6
	53

Sophomore Year, 52 Qr. Hrs.

*English—An Introduction to Literature, English Literature, American Literature	8
*Psychology 65—General Psychology	4
*Social Studies—(From two of the following fields: sociology, economics, government)	8
*Physical Activity Courses	3
*Physical Science—(chemistry, physics, geology, astronomy)	8
*Health 79—Personal Health	4
Music 97—Enjoyment of Music; Art 112, History of Art; or 113, History of Art	4
Accounting 71	4
Major or electives	9
	52

Junior Year, 51 Qr. Hrs.

Psychology 119—Educational Psychology	4
*Electives in Health or Physical Education	4
Psychology 132—Psychology of Adolescents	4
Education 113—Principles of Teaching in High School	4
Special Methods in Major	4
Elective in Education	2
Education 169—Tests and Measurements	4
Psychology 191—Abnormal Psychology	4
Major and/or electives	21
	51

Senior Year, 36 Qr. Hrs.

Education 185-186—Directed Teaching	10
Clinical Experiences	26
	36
TOTAL	192

*Core Requirements.

SECONDARY SCHOOL EDUCATION

113—Principles of Teaching in High School. Four hours.
Prerequisite: Psychology 119.
Aims of secondary education, motivation and direction of learning, school organization, including guidance, and an introduction into methodology.

128—Foundations of Education. Four hours.
The background, bases, underlying principles, purposes, organization, and trends in education in the United States.

Juniors and seniors preparing for secondary school teaching may take this course in lieu of Education 20.

134—Improvement of Study. Two hours.
Prerequisite: Permission of the instructor.
An analysis of effective study techniques for use by secondary school teachers. Useful for college students who wish to improve their own reading and study habits.

136—Principles of Guidance. Four hours.
An introductory course dealing with the fundamental philosophy, methods, and organization of guidance services in the public schools.

146—Improvement of Learning. No credit.
Admission on recommendation of the dean. Required of certain students designated by the Scholarship Committee or the dean.

For students not maintaining class standing because of poor reading or study habits. Small group instruction in developing effective study habits, increasing speed and comprehension in reading, the organization of material, and vocabulary development.

151A—Methods in Business Education. Four hours.
A study of business education trends and aims, teaching procedures, tests and measurements, special helps, and teaching materials.

151B—Methods in Art. Four hours.
Aims and objectives of art education in the elementary and secondary schools.

151G—Methods in Industrial Arts. Four hours.
Methods and materials in the teaching of industrial arts.

151H—Methods in English—Secondary. Four hours.
Required of English majors who follow the professional teaching program. Should be taken in the third quarter of the junior year or in the summer preceding the senior year.

A course in methods of teaching English in the junior and senior high schools.

151-I—Methods in Foreign Languages. Four hours.
Required of foreign language majors who follow the professional teaching program.

A course in methods of teaching French, Spanish, and German in high schools.

151J—Methods in Sciences—Secondary. Four hours.
A course intended to give teachers the techniques of handling science classes, including selection, organization, and presentation of subject matter.

151K—Methods in Mathematics—Secondary. Four hours.
Should be taken after the student has completed most of his mathematics courses.

A course designed to give the student a knowledge of the foundation on which mathematics is built, the aims and purposes of teaching the subject in high school, curriculum problems, organization and presentation subject matter, methods of teaching, and methods of testing.

151L—Methods in Social Studies—Secondary. Four hours.
Prerequisites: Education 113 and Psychology 119, or consent of instructor.
A study of principal methods of teaching, application of psychological

principles to teaching, methods of selecting content, and materials available, as adapted to the social studies in the high school.

151M—Methods in Speech. Four hours.
Prerequisite: Consent of instructor.
A general orientation to the teaching of speech, followed by individualized unit work in the special fields of speech.

151N—Methods in Speech Correction. Four hours.
Prerequisites: Speech 131, 132, and 152.
A course designed to acquaint the correction major with clinical conditions as found in public schools, including practice with various types of speech cases, and instruction in working with parents, teachers, and the public in solving speech correction problems.

151P—Methods and Principles in Health, Physical Education and Recreation. Four hours.
For grades 1 through 12. Primarily for students majoring or minoring in Health, Physical Education and Recreation. Materials and techniques of teaching Health, Physical Education and Recreation in public schools.

162 or 462—Curriculum of the Secondary School. Two hours.
Prerequisite: Education 113.
A critical examination of the present day curriculum with greater emphasis upon the core curriculum.

164 or 464—Student Activities in Secondary Schools. Two hours.
Consideration is given to the general nature and organization of the program popularly known as extra-curricular activities. Major emphasis upon the various activities that constitute an activity program in a modern high school.

169 or 469—Tests and Measurements. Four hours.
Consideration of good evaluative practices in elementary and high schools, the preparation and use of informal objectives and essay-type tests, a study of typical standard tests, and an introduction to elementary statistical procedures.

185—Student Teaching in the High School. Five hours.
Prerequisites: (1) The completion of 132 hours of college work including Education 20 or 128, 113, Psychology 119, the methods course in the student's major field, and 24 hours in the student's major field, of which at least eight hours must have been in residence at this institution. (Students already holding degrees excused from the eight-hour residence requirement by the adviser in their major fields.) (2) Maintain a "C" average in major field and in the specific course to be taught as a student teacher.

Course to be aranged with the director of student teaching at least two quarters in advance.

186—Student Teaching in the High School. Five hours.
Continuation of 185, which is a prerequisite.

191 or 491—Workshop in Citizenship Education. Four hours.
See course description under "Educational Administration."

504—Foundations in American Education. Four hours.
See course description under "Elementary Education."

506—Fundamentals of Guidance. Four hours.
See course description under "Guidance."

508—High School Curriculum. Four hours.
Various designs of the curriculum as they apply to general and specialized education, and a critical evaluation of the content of subject matter areas in terms of the needs of youth.

510—Advanced Educational Psychology. Four hours.
Designed primarily for the graduate student wishing to broaden his knowledge in the field of psychology of learning. Careful study of research and experimentation dealing with individual and group learning.

513—Organization and Administration of the Junior High School. Four hours.
See course description under "Educational Administration."

514b—Thesis. Eight hours. (Credit deferred until thesis completed.)

516—Secondary School Administration. Four hours.
See course description under "Educational Administration."

535a, b, c—Special Problems. One hour each.
See course description under "Elementary Education."

551—Advanced Methods in Business Teaching. Four hours.
Methods, procedures, and techniques in teaching business subjects, with special emphasis on shorthand and typewriting; includes a survey of principles, objectives, testing, curriculum construction, and guidance in business education.

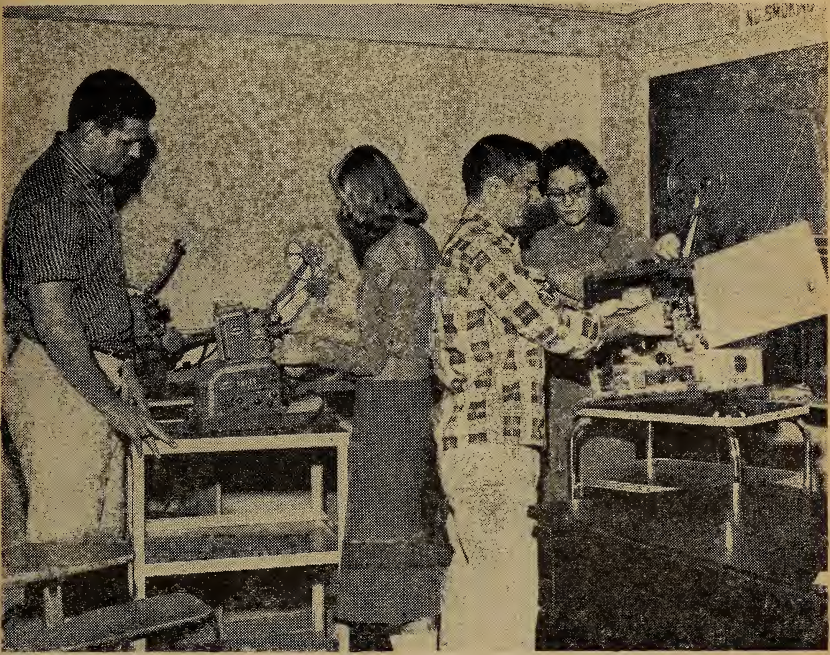
552—Seminar in Business Education. Four hours.
An intensive study of specific problems in business education; includes a survey of literature, and emphasis on administration and supervision of high school and junior college business education programs.

554—Reading in the Secondary School. Four hours.
A course designed to acquaint the secondary teacher with a developmental high school reading program with emphasis on the basic skills in reading. Corrective practices and materials wil also be discussed.

575—Advanced Adolescent Psychology. Four hours.
For description of course, see section on "Psychology."

AUDIO-VISUAL EDUCATION

S. L. Knight, Director



Audio-Visual Education Laboratory

Audio-Visual Center

Recognizing a need for audio-visual services in the state, Missisisppi Southern College has established an Audio-Visual Center on the campus. Activities of the center include a film service for Mississippi schools, a program for the use of audio-visual materials in college classes, and courses in audio-visual education taught both on and off the campus.

The center is prepared to assist local schools in setting up a program for the use of audio-visual materials, and to assist through in-service and pre-service training, in the interpretation of the values derived from the use of audio-visual instructional aids in education.

The film collection of the Audio-Visual Center comprises over 1300 reels on educational subjects. The collection includes college-owned films and films deposited by members of the South Mississippi Educational Film Association. Through a cooperative agreement member schools buy a specified number of films which may be used each week from the total collection of the film library. Thus an educational film service is provided for the schools of Mississippi at a fractional part of rental charges customary with commercial film libraries. This cooperative film service has been in operation for a period of eight years with a success which predicts a permanently functioning organization.

Any school interested in membership in the South Mississippi Educational Film Association should write to the Director, Audio-Visual Center, Mississippi Southern College, for information.

The audio-visual courses are designed primarily for teachers and administrators with emphasis upon the use of sound and visual classroom teaching aids. Much attention is given to the sources, selection, and use of audio-visual materials and equipment. Practical problems of developing the teaching program and appraising its adequacy and effectiveness are considered from a study of functions, organization, and administration of the program.

The film library, one of forty-nine in the United States with over 1000 primary instructional films, is an important part of the audio-visual courses providing many stimulating opportunities for students enrolled in audio-visual education.

AUDIO-VISUAL EDUCATION

116 or 416—**Audio-Visual Education.** Four hours.
A general course for teachers with emphasis upon sound and visual classroom teaching aids. Attention given to the sources, selection and the uses of audio-visual materials.

517—**Organization and Administration of an Audio-Visual Program.** Four hours.
A study of functions, organization, and administration of the audio-visual program, with emphasis on staff and housing requirements and determining materials and equipment needs. Practical problems of developing the program and appraising its adequacy and effectiveness.

519—**Utilization and Selection of Audio-Visual Materials.** Four hours.
General principles, problems, and practices involved in selecting and utilizing audio-visual materials for instructional purposes. Emphasis on the advantages, limitations, and practical uses of each major type of material.

SPECIAL EDUCATION

William H. Kern, Co-ordinator

Under the designation of special education is included education for those children who are mentally retarded or accelerated, and those with physical or emotional defects requiring special teaching. The term exceptional children is generally applied to such persons.

Requirements for Teaching Exceptional Children

		Hours
A. Curriculum—College Core		**78**
*Professional education courses as listed here		**24**
Education 108, 150, and 196	12	
Speech 131 and 132	8	
Elective (approval of coordinator required)	4	

*The student planning to do work in speech therapy must have additional courses and clinical practice.

150 or 450—**Education of the Mentally Retarded.** Four hours.
A study of the social, emotional, physical, and intellectual characteristics of the mentally retarded; methods of diagnosis and differentiation; special class organization, methods, and materials.

196 or 496—**The Psychology and Education of the Exceptional Child.** Four hours.
Considers the psychological and educational needs of children in the atypical groups; physically, visually, or auditorially handicapped; defective speech, mentally retarded, or socially and emotionally maladjusted.

197 or 497—**Problems in Special Education.** Four hours.
Organization and administration at both state and local level of the education of the exceptional child, with attention to the related problems of special education of the atypical, or handicapped child.

SCHOOL OF ARTS AND SCIENCES

John H. Allen, Dean

It is the purpose of the School of Arts and Sciences to provide a broad cultural and educational experience for all students at Mississippi Southern College as well as to make available to them the specialized disciplines for major and minor fields. Freshmen and sophomores, regardless of their expected majors, are assigned to Arts and Sciences for the purpose of meeting the general education or core requirements necessary for graduation.

ORGANIZATION

The School of Arts and Sciences is organized into fourteen departments: Biology, Chemistry, English and Literature, Foreign Languages, Geography, Geology, History and Government, Journalism, Mathematics, Military Science, Physics, Religion and Philosophy, Sociology, and Speech Arts. Majors and minors are offered in all of these areas except military science. In addition to the four year curricula, pre-professional training is provided for students who plan to enter the fields of medicine, dentistry, medical technology nursing, pharmacy, optometry, law, and engineering.

THE DEPARTMENT OF BIOLOGY

J. F. Walker, Chairman

Walker, Ball, Gunter, Harrises, Rosso, Woodmansee, Ward

PURPOSE

The Biology Department endeavors to prepare college students to become research biologists, marine biologists, biology teachers, and workers for state game-fish commisions and national parks. The Department also offers courses in biology to meet all requirements of pre-professional training in the specialized fields of medicine, dentistry, nursing, medical technology, veterinary science, entomology, and marine biology.

Requirements for Major

A student majoring in biology may elect one of several alternative plans. He may work toward either the B.A., the B.S. Professional or the B.S. Non-Professional degree, the M.S. in teaching of biological sciences, and M.S. in biology. The student's choice of a program of study should be determined by his plans for the future and after consultation with his adviser.

A. Curriculum—College Core

A student working towards either of the above mentioned bachelor of science degrees must include the core curriculum subjects for the degree selected. The core curricula for the degrees listed above in the same sequence of their listing are to be found on page 66 of this catalogue. The student majoring in biology should elect a full year of chemistry and a full year of physics in lieu of the minimum core requirements for the physical sciences.

B. Curriculum—Professional Requirements

The student working toward the B.S. Professional degree must include in his program the courses in Education and Psychology required for the Class A teaching certificate.

C. Curriculum—Departmental Requirements

1. General Requirements

The student wishing to major in biology, regardless of his degree plan, must take 36 hours in the Department of Biology, of which 24 must be in courses numbered above 100. Required of all majors are Biology 37, 38, 39, and 140. In addition a major must take either two quarters of Comparative Anatomy or Botany.

2. Requirements for specialized programs:

The pre-professional requirements for the specialized fields of medicine, nursing and medical technology are listed on pages 61-62 of this catalogue.

The specialized programs of Botany, Zoology, and Microbiology are as follows:

Botany

A minimum of 36 hours that will include Biology 37, 38, 39, 117, 118 and 120 plus an additional 12 hours in advanced botany selected with the approval of the major professor from the botany courses listed on the following pages.

Zoology

A minimum of 36 hours selected with consent of the major professor from the following: Biology 37, 38, 39, 63, 64, 115 (or 153), 142, 143, 167, 190, 191, 195, 196, and 198.

Microbiology

A minimum of 36 hours which must include 37, 38, 39, 140, and 142 plus an additional sixteen quarter hours of courses in bacteriology or other areas of microbiology selected with the approval of the major professor from the courses listed in the following pages.

Detailed outlines of specialized programs with majors in biology are as follows:

Curriculum Leading to
BACHELOR OF SCIENCE DEGREE
Recommended for
MAJOR IN BIOLOGY
and
MINOR IN BOTANY

(For freshman and sophomore years, see core curricula)

Junior Year

Fall	Hrs.	Winter	Hrs.	Spring	Hrs.
Biology 166 or 190	4	Biology 167 or 191	4	Biology 140	4
Biology 117	4	Biology 118	4	Biology 120	4
Health 125	4	Elective	8	Biology 101	4
Elective	4			Elective	4
	16		16		16

Senior Year

Fall	Hrs.	Winter	Hrs.	Spring	Hrs.
Biology 139	4	Biology 193	4	Biology 194	4
Biology 195	4	Biology 196	4	Biology 198	4
Elective	8	Elective	8	Elective	8
	16		16		16

Curriculum Leading to
BACHELOR OF SCIENCE DEGREE
Recommended for
BIOLOGY MAJOR
CHEMISTRY, GEOLOGY OR PHYSICS MINOR

(For freshman and sophomore years, see core curricula)

Junior Year

Fall	Hrs.	Winter	Hrs.	Spring	Hrs.
Biology	4	Biology	4	Biology 140	4
Chem., Geol. or Physics	4	Chem., Geol. or Physics	4	Chem., Geol. or Physics	4
Health 125	4	Psychology	4	Electives	8
Elective	4	Elective	4		
	16		16		16

Summer—6 weeks at Gulf Coast Research Laboratory—
Biology 153 or 161—9 hrs.

Senior Year

Fall	Hrs.	Winter	Hrs.	Spring	Hrs.
Chem., Geol. or Physics	4	Chem., Geol. or Physics	4	Chem., Geol. or Physics	4
Philosophy 100	4	Philosophy 101	4	Elective	12
Elective	8	Elective	8		
	16		16		16

In addition to the core requirements, certification requirements and the departmental requirements, the student must complete requirements for a minor in a related field. Courses not used to fulfill any of these requirements are free electives and may be taken in any department of the college. The minor field courses should be selected after consultation with the major professor.

The requirements for the M.S. in the teaching of biology are listed in the Graduate Bulletin. Students may also take the M.S. in biology with a minor in geology, physics, chemistry, health, or psychology. Each student before registering for any graduate work must first of all confer with his major professor and obtain approval of his entire graduate program.

GULF COAST RESEARCH LABORATORY

Mississippi Southern College is closely allied with the Gulf Coast Research Laboratory at Ocean Springs. Staff members and biology majors in both the graduate and undergraduate schools have been active participants in the work at the Gulf Coast Research Laboratory. It is strongly recommended that all graduate majors in biology take at least a six-weeks program in marine biology as offered at the Laboratory. The following courses are to be had only at the Gulf Coast Research Laboratory: Biology 453, 458, 459, 461, 457, 541.

GENERAL COURSES

37—Biology I. Four hours.
Two theory periods, and two two-hour laboratory periods each week.
This course and Biology 38 which follows constitute the general core requirement in biological sciences for the B.S. professional degree.
A treatment of the protoplasmic concept, cell theory, tissues, etc., and the beginning of a survey of animal phyla.

38—Biology II. Four hours.
Two theory periods, and two two-hour laboratory periods each week.
A continuation of Biology 37, completing the survey of animal kingdom and beginning study of systems.

39—Biology III. Four hours.
Two theory periods, and two two-hour laboratory periods each week.
Prerequisite: Biology 37 (or 40), and 38.
The circulatory, respiratory, excretory, reproductive, endocrine, and nervous systems; fundamental principles of genetics and evolution. Vertebrates studied in laboratory.

189—Cytogenetics—Four hours.
Two hours lecture and four hours laboratory.
Prerequisite: Advanced standing in biology, general genetics.
Relationships between cytological and genetic systems.

199 or 499—History of Biology. Four hours.
For seniors and graduate students only.
Lectures and readings concerning the development and organization of the biological sciences, the development of biological principles and theories.

502—Philosophical Implications of Biology. Four hours.
Four hours lecture.
Implications of different interpretations of great biological theories.

ZOOLOGY

63—Field Zoology: Invertebrates I. Four hours.
Two hours lecture and four hours laboratory per week.
Prerequisites: Biology 37, 38, and 39.
Identification, preservation, and collection of fresh-water and terrestrial

invertebrates, including the phyla Porifera through Annelida. Field trips when possible.

64—Field Zoology: Invertebrates II. Four hours.

Two hours lecture and four hours laboratory per week.
Prerequisites: Biology 37, 38, and 39.
A continuation of Biology 63, covering the phyla Arthropoda, exclusive of insects, and Mollusca.

66—Field Zoology: Herpetology. Four hours.

Two hours lecture and four hours laboratory per week.
Prerequisites: Biology 37, 38, and 39.
Identification, preservation, and collection of all local species of amphibians and reptiles. Discussions of south-eastern United States zoogeography, and faunal problems. Field trips when possible.

102—Invertebrate Zoology. Four hours.
Four hours laboratory and two hours lecture per week.
Prerequisites: Geology 41 and 42. For geology majors, not to be taken for credit toward a major in biology.
Study of morphology of invertebrates with special reference to fossil-producing forms.

115—Entomology. Four hours.

Four hours laboratory and two hours lecture per week.
Prerequisites: Biology 37, 38, and 39.
An elementary study of the principal groups of insects. Life habits, structural adaptations, life histories, natural habitats, classifications and the economic importance of certain species.

140—Genetics. Four hours.
Prerequisite: Biology 37, 38, and preferably 39.
The fundamental principles of heredity.

142—Protozoology. Four hours.
Two theory periods, and two two-hour laboratory periods each week.
Prerequisites: Biology 37, 38, and 39.
Parasitic and free-living protozoa studied: life histories and anatomy of typical forms. Vital stains and permanent mounts utilized; student preparation of some permanent mounts.

143—Comparative Anatomy I. Four hours.

Two theory periods, and two two-hour laboratory periods each week.
Prerequisite: Biology 37, 38, and 39. Biology majors are not allowed credit for this course unless Biology 144 is completed.
The lower chordates through the dogfish.

144—Comparative Anatomy II. Four hours.

Two theory periods, and two two-hour laboratory periods each week.
Prerequisite: Zoology 143.
A continution of Biology 143; laboratory work devoted to study of the turtle and cat.

146—Parasitology. Four hours.
Four hours laboratory and two hours lecture per week.
Prerequisite: Biology 37 and 38.
The epidemiology, morphology and importance of animal parasites, with emphasis on those affecting man.

147—Parasitology. Four hours.
Four hours laboratory and two hours lecture per week.
Prerequisite: 146 or consent of instructor.
A continuation of 146.

153 or 453—**Marine Invertebrate Zoology.** Nine hours.
Laboratory and field work.
Prerequisites: 18 quarter hours of biology including general biology or zoology, and junior standing.
General study of anatomy, life histories, distributions, and phylogentic relationships of all marine phyla below chordates, with special reference to Gulf species.

158 or 458—**Comparative Physiology of Marine Animals.** Six hours.
Prerequisites: General biology and general chemistry. Taught at Gulf Coast Research Laboratory.
Lectures and laboratory experimentation of fundamental physiological principles, using marine organisms.

159 or 459—**Parasitology of Marine Animals.** Four and one-half hours.
Prerequisite: Twenty-four quarter hours of Biology. Taught at Gulf Coast Research Laboratory.
Laboratory and field study of the great variety of parasites found in marine fishes and invertebrates.

161 or 461—**Marine Vertebrate Zoology.** Nine hours.
Prerequisites: 18 quarter hours of biology including comparative anatomy and junior standing. Taught at Gulf Coast Research Laboratory.
General study of all the marine chordates, including the lower groups, and the mammals and birds; most emphasis will be given to fishes.

166—**Microtechnique.** Four hours.
One hour lecture and six hours laboratory per week.
Prerequisite: Biology 37, 38, and 39. Open to juniors and seniors, and others by special permission.
Technique for preparing microscopic slides.

167—**Histology.** Four hours.
Three lecture periods and one two-hour laboratory period each week.
Prerequisites: Biology 37, 38, and 39.
Microscopic anatomy for general students. Recommended for hospital technicians, nurses and biology majors.

168a, b, c **Biological Problems.** Two hours each.
Given only by special arrangement.
A course in special techniques, designed for majors with a need for certain basic biological techniques as tools for future research. Individual work after advisement with instructor.

190—**Embryology I.** Four hours.
Two theory periods, and two two-hour laboratory periods each week.
Prerequisite: Biology 37, 38, 39, 143, and 144.
Embryology of vertebrates, especially the frog. Maturation, fertilization, cleavage, origin and development of germ layers, histogenesis, and organogenesis. Strongly recommended for majors.

191—**Embryology II.** Four hours.
Prerequisite: Embryology 190.
Two theory periods, and two two-hour laboratory periods each week.
A continuation of Embryology 190. The embryological development of vertebrates, especially the chicken and the pig. Histogenesis and organogenesis of the chick, the pig, and man.

195—**Ecology I.** Four hours.
Two hours lecture and four hours laboratory per week.
Prerequisite: Biology 39, one year of chemistry, a course in physics, and Zoology 142. Botany 120 strongly recommended.
The relationships of organisms to the environment. The study of natural biotic communities.

196—Ecology II. Four hours.
Two hours lecture and four hours laboratory per week.
Prerequisite: Ecology 195.
A continuation of Ecology 195, with emphasis upon the dynamics of the biotic community.

197—Ecology III. Four hours.
One hour lecture and a minimum of six hours laboratory per week.
Prerequisite: Ecology 196 and senior standing, except by special permission.
Special field and laboratory problems in beginning ecological research under direction.

198—Limnology. Four hours.
Lectures, laboratories, and field trips.
Prerequisite: Biology 38, 195, and 196 strongly recommended. Junior standing and permission.
A study of the physical, chemical, and biological conditions in lakes ponds, and streams.

500—Special Problems in Biology. Two to eight hours.

541—Marine Fisheries Biology. Six hours.

BOTANY

40—General Botany. Four hours.
Four hours of laboratory and two hours of lecture per week.
Anatomy, physiology, and reproduction of major plant groups, with emphasis on problems in the basic plant sciences; an introduction to cellular physiology and structure; and an introduction to taxonomy and taxonomic systems.

101—Economic Botany. Four hours.
Prerequisite: Botany 40 or its equivalent.
A study of plants of economic importance to man, including plants that are used for timber, cereal, grain, fruits, gums and resins, spices, drugs, etc.

117—Botany I. Four hours.
Two theory periods and two two-hour laboratory periods each week.
A study of gross and microscopic structures, physiology, life cycles, and economic significance of the Thallophytes.

118—Botany II. Four hours.
Two theory periods and two two-hour laboratory periods each week.
Prerequisite: Botany 117.
A study of the Bryophytes and Pteridophytes.

120—Taxonomy of Higher Plants. Four hours.
Prerequisites: Botany 117 and 118.
A study of the classification of both wild and cultivated seed plants, including theoretical, laboratory, and field work.

157 or 457—Marine and Fresh Water Algae. Four and one-half hours.
Prerequisites: General botany and plant taxonomy, and Biology 139. Taught at Gulf Coast Research Laboratory.
A morphological, systematic, and physiological study of the representative algae flora of the laboratory area. Field and laboratory studies.

170—Plant Geography. Four hours.
Four theory periods per week.
Prerequisites: Botany 40 and 120.
Designed to acquaint the student with the distribution, both in time and

space, of the major groupings of vascular plants. Emphasis on the present distribution of the families, genera, and species of flowering plants.

173—**Introductory Mycology.** Four hours.
Two hours lecture and four hours laboratory.
Prerequisite: General Bacteriology or Botany 40.
The nature, importance and classification of fungi. Laboratory devoted to general procedures of cultivation and identification.

174—**Medical Mycology.** Four hours.
Two hours lecture and four hours laboratory.
Prerequisite: Introductory Mycology.
Consideration of the fungi of medical significance. Laboratory devoted to cultivation and identification.

175—**Introductory Phycology.** Four hours.
Two hours lecture and four hours laboratory.
Prerequisite: Botany 40 or General Bacteriology.
Consideration of the algae, nature, position, classification, and importance. Laboratory devoted to general procedures of cultivation, identification, and morphology.

176—**Introductory Morphology of Plants.** Four hours.
Three hours lecture and two hours laboratory.
Prerequisite: Advanced standing in botany.
Form and relationship primarily of vascular plants. Laboratory devoted to study of extant and fossil forms.

177—**Plant Anatomy.** Four hours.
Two hours lecture and four hours laboratory.
Prerequisite: Advanced standing in botany.

178—**Plant Ecology.** Four hours.
Prerequisite: Advanced standing in botany.
Relationship of plants to their environment.

193—**Plant Physiology I.** Four hours.
Two theory and two laboratory periods per week.
Prerequisite: General botany (Botany 40 or its equivalent). General and organic chemistry recommended.
Designed to acquaint the student with basic physiological processes of green plants. Extensive use of the greenhouse in laboratory work.

194—**Plant Physiology II.** Four hours.
A continuation of Biology 193.

BACTERIOLOGY

139—**General Bacteriology I.** Four hours.
Four hours laboratory and two hours lecture.
Prerequisite: General Biology, organic chemistry recommended.
An introduction to the nature of bacteria, their position in the biological world, activities and significance. History of development of the field. Laboratory emphasis upon development of facility in basic techniques.

141—**General Bacteriology II.** Four hours.
Four hours laboratory and two hours lecture.
Prerequisite: 139.
A continuation of 139.

145—**Applied Bacteriology.** Four hours.
Two theory periods and two two-hour laboratory periods each week.
Prerequisite: 139.
A course supplementing Bacteriology 139. Emphasis upon some of the

less elementary bacteriology techniques in common laboratory use, and upon an introduction to the types of techniques employed in laboratory diagnostics.

148—Water and Sewage. Four hours.
One hour lecture and six hours laboratory.
Prerequisite: General Bacteriology, General Chemistry.
Considerations of control of water supply purity. Standard methods, sources and types of pollution. Methods, aims, and control of sewage disposal. Laboratory devoted to attainment of facility in technique and familiarity with preparation of media and reagents.

149—Industrial Microbiology. Four hours.
Four hours lecture, no laboratory.
Prerequisite: Organic Chemistry, General Bacteriology or Mycology.
A consideration of microorganisms of industrial significance, their products, and of the practical problems dictating company policies.

151—Physiology of Bacteria. Four hours.
Four hours lecture, no laboratory.
Prerequisite: General Bacteriology.
Composition and growth of bacteria. Nutrition, fermentation mechanism and enzymes.

156—Public Health Bacteriology. Four hours.
Two hours lecture and four hours laboratory.
Prerequisite: General Bacteriology.
A consideration of the major groups of organisms. Schemes for isolation and identification.

162—Virology. Four hours.
Four hours lecture, no laboratory.
Prerequisite: 12 hours Bacteriology.
A consideration of these parasites of bacterial cells, plant and animal cells.

163—Foods Bacteriology. Four hours.
Two hours lecture and four hours laboratory.
Prerequisite: Advanced standing in bacteriology.
A study of quality control as necessitated by various groups imparting undesirable flavors, texture, etc. Laboratory devoted to standard techniques.

164—Determinative Bacteriology. Four hours.
One hour lecture and six hours laboratory.
Prerequisite: General Bacteriology.
Principles of selective culture study and bacterial taxonomy. Laboratory devoted to actual application of selective and differential techniques.

187—Bacteriology. Four hours.
Four lectures per week.
A course supplementing Bacteriology 139 with special emphasis on molds, yeasts, and bacteria associated with disease.

ANATOMY AND PHYSIOLOGY

119—Alcohol Studies. Two hours.
The application of scientific findings to the solution of a social problem. Based on subject matter as presented by the Yale University Summer School on Alcohol Studies.

129—Physiology. Four hours.
Three lectures and one two-hour laboratory period each week.
It is recommended that a quarter of general chemistry and general biology precede this course.

Study of the general physiology of the human body. Emphasis upon facts of physiology in their relation to the interpretation of diseases.

136—**Human Anatomy.** Four hours.
Four lectures per week.
Prerequisite: One quarter of general biology is highly recommended.
Study of the structure of the human body. Designed as a first course in human anatomy.

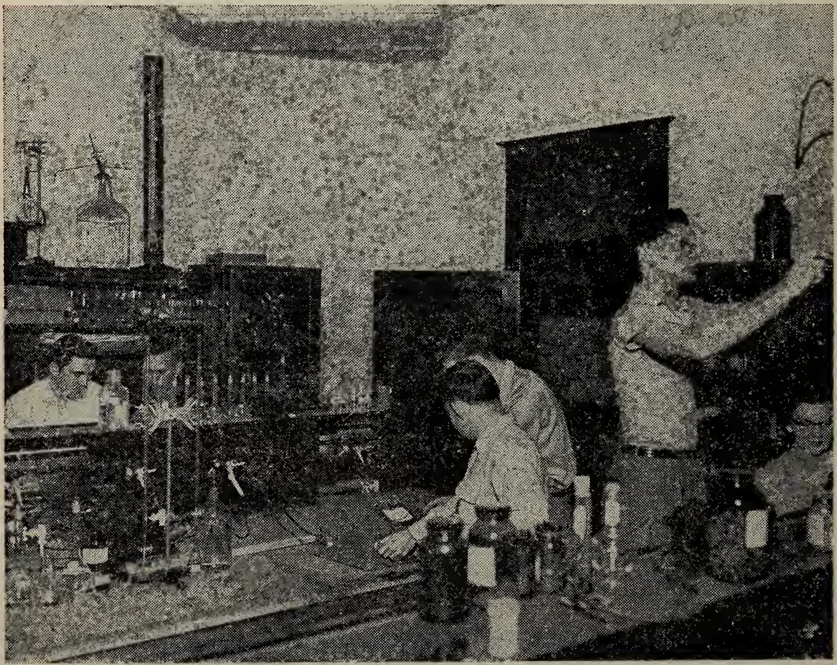
182—**Kinesiology.** Four hours.
Four lectures per week.
Prerequisites: Biology 37, 38, and 39, and Biology 136 or Health 166. Designed primarily for majors in health and physical education.
Study and analysis of movement of human body. Study of principal bones and muscles relative to their contributions to support and motion of body segments.

188—**Zoology for Teachers.** Six hours.
Prerequisites: No biological background required.
Designed to provide teachers of biological sciences in elementary and secondary schools, with opportunity to become acquainted with marine life. Field trips to shrimping grounds, oyster reefs, and seafood processing plants, with opportunity to make teaching collections of marine organisms. Taugh only in summer at Gulf Coast Research Laboratory.

DEPARTMENT OF CHEMISTRY

C. E. Lane, Jr., Chairman

Hurst. Lane, Morreal, Slade



Students who are majoring in general science with an education minor (those following the professional teaching program with the expectation of teaching in the high school) are required to take eighteen hours in chemistry, eighteen hours in a biological science (including botany), and twelve hours in physics.

Students who are planning to major in the various fields of chemistry or are preparing for the professional field of education will find programs listed below.

Students who desire to prepare for the professional fields of medicine, industry, etc., and who desire to major in chemistry will find appropriate programs outlined below.

Specialization in Physical Chemistry

Chemistry 141, 142, 143, 155, 157, 181, 182, and 183.
German 35, 36, 37, 125, 126. (French may be substituted)
Physics 90, 91, and 92; 160, 161 suggested.
Mathematics 177.

Specialization in Organic Chemistry

Chemistry 141, 142, 143, 181, 182. and 183, 157 (160, 161, and 162 are suggested).
German 35, 36, 37, 125, 126. (French may be substituted)
Physics 90, 91, 92.
Biology 37, 38, and 39 are suggested for Biochemistry.

Specializaion in Medical Profession

Chemistry 130, 131, 132, 181, 182, and 183.
German 35, 36, 37, 125, 126. (French may be substituted)
Physics 90, 91, and 92.
Biology as needed for chosen profession.

Specialization in Secondary Education

Chemistry 130, 131, 132, 181, 182, and 183.
Physics 90, 91, and 92.
Psychology 119 and 132.
Fine Arts 4 hours.
Education 113, 128, 151J, 162, 169, 185, and 186.
Biology 37 and 38. (Eight additional hours will permit certification in biology).

25—General Chemistry. Four hours.
Three theory periods and one double laboratory period per week.
A course in general inorganic chemistry stressing the fundamental principles and their application in industry. Not a prerequisite for chemistry majors and not accepted in that program.

26—General Chemistry. Four hours.
Three theory periods and one double laboratory period per week.
Prerequisite: Chemistry 25.
Continuation of Chemistry 25.

27—General Chemistry. Four hours.
Three theory periods and one double laboratory period per week.
Prerequisite: Chemistry 26.
Continuation of Chemistry 26.

31—General Chemistry I. Five hours.
Four theory periods and one three-hour laboratory period per week.
Prerequisite: Algebra, or Mathematics 31 and 32 taken concurrently with Chemistry 31 and 32.
A course in general inorganic chemistry stressing fundamental prin-

ciples, and a comparative study of the elements. Emphasis upon fundamental laws, theories, and application.

32—General Chemistry II. Five hours.

Four theory and one three-hour laboratory period per week.
Prerequisite: Chemistry 31.
Continuation of Chemistry 31.

33—General Chemistry III. Five hours.

Four hours lecture and one three-hour laboratory period per week.
Prerequisite: Chemistry 32.
Continuation of Chemistry 32.

75—Analytical Chemistry—Inorganic Qualitative Analysis. Four hours.

Prerequisite: Chemistry 27 or 33.
A course intended to give a knowledge of the methods used in qualitative analysis. A study of the reactions and methods of separation and identification of the common metals and anions, and of chemical equilibrium.

76—Analytical Chemistry—Qualitative and Quantitative Analysis. Four hours.

One theory period and three double laboratory periods per week. One hour recitation.
Prerequisite: Chemistry 75.

Completion of qualitative analysis plus a study of the techniques necessary in making quantitative volumetric determinations.

77—Analytical Chemistry—Quantitative Analysis. Four hours.

One theory period and three double laboratory periods per week. One hour recitation.
Prerequisite: Chemistry 76.
Quantitative work completed. Typical gravimetric and volumetric determinations, with an introduction to instrumental analysis.

92—Organic Chemistry. Four hours.

Three theory periods and one double laboratory period per week.
Prerequisite: Chemistry 27.

A short course in organic chemistry designed for students majoring in home economics only. Aliphatic and aromatic hydrocarbons; the applications of organic chemistry to the home.

100—Glass Blowing. Two hours.

Four hours laboratory per week.
Prerequisite: Senior college standing.
A course in the practice of handling both soft and pyrex glass. The operation of gas oxygen burners and the fabrication of simple equipment.

101-401—Chemical Literature. One hour.

One lecture per week.
Prerequisite: Permission of the instructor.
The selection and use of the reference materials of chemistry: periodicals, journals, texts, patents, an other sources of information.

130—Organic Chemistry. Four hours.

Two theory an one four-hour laboratory period per week.
Prerequisite: Chemistry 27.

A course intended to give the student a knowledge of the fundamental principles of the compounds of carbon. Reactions of the hydrocarbons, their derivates, their nomenclature, classification, relationships and general applications. Not a prerequisite for chemistry majors and not accepted in that program.

131—**Organic Chemistry.** Four hours.
Two theory and one four-hour laboratory period per week.
Prerequisite: Chemistry 130.
A continuation of Chemistry 130. introduction of amines, halides, etc.

132—**Organic Chemistry.** Four hours.
Two theory and one four-hour laboratory period per week.
Prerequisite: Chemistry 131.
A continuation of Chemistry 131, completing the study of organic chemistry.

136—**Food Chemistry.** Four hours.
Three theory periods and one double laboratory period per week.
Prerequisite: Chemistry 92.
A brief course in the composition and properties of foods: proteins, carbohydrates. fats, and salts.

141—**Organic Chemistry.** Five hours.
Three theory and one four-hour laboratory period per week.
Prerequisite: Chemistry 33.
A course intended to give the student a knowledge of the fundamental principles of the compounds of carbon. Reactions of the hydrocarbons, their derivatives, their nomenclature, classification, relationships and general applications. A more rigorous course than Chemistry 130. Required of Chemistry majors.

142—**Organic Chemistry.** Five hours.
Three theory and one four-hour laboratory period per week.
Prerequisite: Chemistry 141.
A continuation of Chemistry 141.

143—**Organic Chemistry.** Five hours.
Three theory and one four-hour laboratory period per week.
Prerequisite: Chemistry 142.
A continuation of Chemistry 142 with emphasis on special topics including stereochemistry, optical isomerism, sugars, dyes and the identification of organic compounds.

155-455—**Advanced Quantitative Analysis.** Five hours.
One hour consultation and nine hours laboratory or library per week.
Prerequisites: Chemistry 77 and 143.
Offered on demand, but no more often than in the odd-numbered years.
A course in the analysis of minerals, alloys and organic substances, with emphasis on methods taken from recent literature and applied to analytical problems.

157-457—**Qualitative Organic Analysis.** Five hours.
Two hours lecture and six hours laboratory per week.
Prerequisite: Chemistry 77 and 143.
Emphasis on the systematic identification of pure organic chemicals and the analysis of mixtures.

160-460—**Biochemistry.** Four hours.
Two theory and two double laboratory periods per week.
Prerequisite: Chemistry 132 or 143.
Offered upon demand of 10 students.
A course designed to acquaint the student with the chemistry of living organisms. A study of the carbohydrates, proteins, lipids; their digestion and metabolism; and the accompanying vital processes, such as respiration and detoxication.

161-461—**Biochemistry.** Four hours.
Two theory and two double laboratory periods per week.
Prerequisite: Chemistry 160.
Continuation of Chemistry 160.

162-462—Biochemistry. Four hours.
Two theory and two double laboratory periods per week.
Prerequisite: Chemistry 161.
Continuation of Chemistry 161.

165—Physiological Chemistry. Four hours.
Three theory periods and one double laboratory period per week.
Prerequisite: Chemistry 136.
A course designed for home economics students, with emphasis on a study of the chemistry of the human body.

177—Physical Chemistry for Pre-medical and Biological Science Students. Four hours credit.
Three theory periods and one double laboratory period per week.
Prerequisites: Chemistry 77, Mathematics 35.
Those topics of physical chemistry of immediate application to the problems of pre-medical and biological work form the basis of this course, the gas laws, kinetics, equilibrium and free energy, electro-chemistry, pH, buffer, surface, equilibra, colloids, and membrane phenomena.

178—Physical Chemistry for Pre-medical and Biological Science Students. Four hours credit.
Three hours theory and one double laboratory period per week.
Prerequisite: Chemistry 177.
A continuation of Chemistry 177.

181-184—Physical Chemistry. Four hours.
Three hours theory and one double laboratory period per week.
Prerequisites: Chemistry 77 and Mathematics 176.
A mathematical treatment of the laws governing chemical and physical changes. A study of the fundamental principles of chemistry and physics in their relation to each other.

182-482—Physical Chemistry. Four hours.
Three hours theory and one double laboratory period per week.
Prerequisite: Chemistry 181.
Continuation of Chemistry 181.

183-483—Physical Chemistry. Four hours.
Three hours theory and one double laboratory period per week.
Prerequisite: Chemistry 182.
Continuation of Chemistry 182.

190-191—Chemistry Honors Course. Four hours each.
Prerequisite: Calculus, Chemistry 143 and 183, or physical chemistry taken concurrently.
Available to chemistry majors during their last two quarters of residence, upon recommendation of the Chemistry Department faculty.
A course in library and laboratory research on a problem chosen in consultation with the advisor.

195—Industrial Chemistry. Four hours. Four hours lecture.
Prerequisite: Chemistry 77.
A study of modern industrial methods and chemical calculations.

531—Advanced Inorganic Chemistry. Four hours.

532—Advanced Inorganic Chemistry. Four hours.
Prerequisite: Chemistry 531.

535—Inorganic Preparations. Two to four hours.
Prerequisite: Permission of instructor.

581—Advanced Physical Chemistry. Four hours.
Prerequisite: Chemistry 183 or 483.

582—Advanced Physical Chemistry. Four hours.
Prerequisite: Chemistry 581.

541—Advanced Organic Chemistry. Four hours.
Prerequisite: Chemistry 143.

542—Advanced Organic Chemistry. Four hours.
Prerequisite: Chemistry 541.

545—Organic Preparations. Two to four hours.
Prerequisite: Permission of instructor.

555—Quantitative Organic Analysis. Four hours.
Prerequisite: Chemistry 143.

590—Special Projects. Two to six hours.
Hours credit and project topics to be assigned by instructor.

595—Research. One to three hours.
To be arranged.

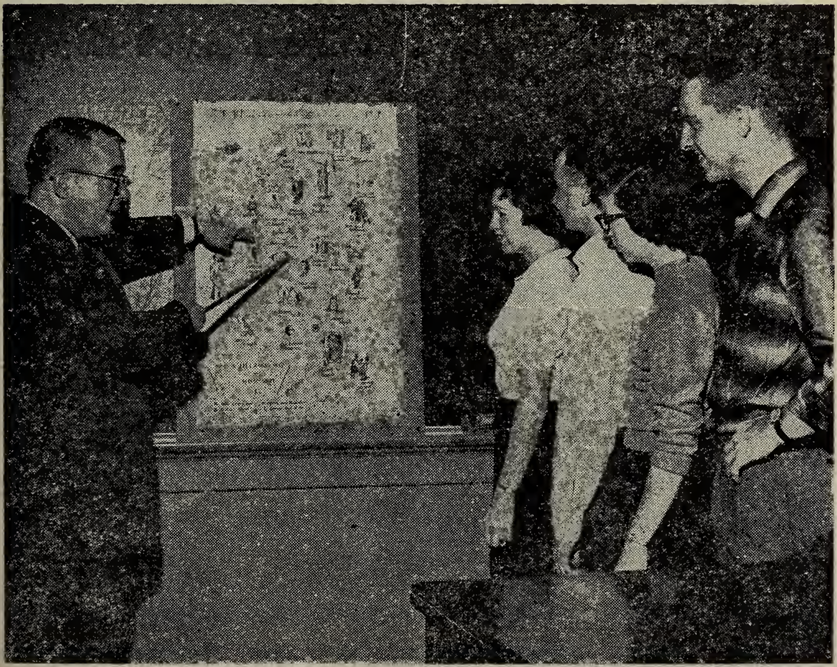
596—Research. One to three hours.
To be arranged.

597—Research. One to three hours.
To be arranged.

DEPARTMENT OF ENGLISH AND LITERATURE

Charles Moorman, Chairman

Ballard, Bahr, Barnes, Eubanks, Hopkins, Jeffus, Lowrey,
McKinnon, Mayne, Orange, Stout, Swartzfager
Thomae, Webb



Requirements for Major

A student majoring in English may elect one of several alternative plans. He may work toward either the B.A., the B.S. Professional, or the B.S. Non-Professional degree. The student's choice of program should be determined by his plans for the future and in close conjunction with his adviser.

A. Curriculum—College Core

The student working toward either degree must elect the appropriate core curriculum subjects for this degree found on pages 66 and 69 of this catalogue.

B. Curriculum—Professional Requirements

The student working toward the B.S. Professional degree must elect the courses leading toward the Class A teaching certificate.

C. Curriculum—Departmental Requirements

The student wishing to major in English, regardless of his degree plan, must take 45 hours in the Department of English, of which 24 hours must be in courses numbered 100 or above. Required of all majors are English 25, 26, 27, 73, 74, 100, 104, 105, and 106. Students who make superior scores on the English placement test for freshmen may be allowed to substitute a more advanced course for English 25. Otherwise English 25, 26, 27 and 8 hours of sophomore literature are prerequisites for any English course numbered 100 or above.

D. Curriculum—Minor and Electives

In addition to the core requirements, the certification requirements (where applicable), and the departmental requirements, the student must also complete the requirements for a minor. The English major wishing to qualify as a part-time librarian will need 18 hours of library science and should note specific requirements under Department of Library Science. Courses not used to fulfill any of these requirements are free electives and may be taken in any department of the college.

Requirements for Minor

The student minoring in English must take 32 hours in the Department of English, of which 12 hours must be in courses numbered 100 or above. Recommended for the minor are English 25, 26, 27, 73, 74, and 12 hours from English 100, 104, 105, 106.

Courses of Instruction

23—**Writing Laboratory.** No credit.

Required of those freshmen who fall within the lowest quartile in the preliminary testing program or who are discovered to have a deficiency in one or more of the fundamentals of writing. Also required of any upperclassman referred to the laboratory by an instructor who finds the student deficient in any of the fundamentals of writing and of any student failing the English Proficiency Test.

25—**English Composition.** Four hours.

The first of a series of three required courses. Major emphasis upon grammar, the mechanics of writing, the use of the library, and vocabulary building.

26—**English Composition.** Four hours.

Prerequisite: English 25.

A continuation of English 25. with special attention to writing for practical purposes, the preparation of a research paper, and further training in the use of the library.

27—English Composition. Four hours.
Prerequisites: English 25 and 26.
A continuation of English 25 and 26. Emphasis upon imaginative and argumentative writing and the reading of selected literature.

73—Introduction to Literature I.. Four hours.
Prerequisites: English 25, 26, and 27.
Reading in poetry, the short story, the novel, and the drama, to provide critical bases for understanding and appreciating creative literature.

74—Introduction to Literature II. Four hours.
Prerequisites: Same as for English 73.
Further reading as in English 73.

100—American Literature. Four hours.
An intensive study of selected works of the most important American writers and their contributions to American culture.

104—English Literature from Chaucer to the Restoration. Four hours.
A survey of English literature from Chaucer to the Restoration, excluding Milton.

105—Seventeenth and Eighteenth Century English Literature. Four hours.
A survey of important selections by masters of literature in the seventeenth and eighteenth centuries with special attention to Milton, Dryden, Swift, Pope, and Johnson.

106—Nineteenth and Twentieth Century English Literature. Four hours.
An intensive study of some of the master works of the Romantic, Victorian, and Modern Periods.

108 or 408—The Structure of Modern English. Four hours.
A review of English syntax and a study of functional pressures upon the conventional forms of English grammar.

110 or 410—Colonial and Revolutionary American Literature, 1640-1820. Four hours.
The principles of Puritanism as revealed in the writings of the Mathers and Jonathan Edwards, and the principles of American Democracy as revealed in the writings of Benjamin Franklin, Thomas Paine, Thomas Jefferson, Alexander Hamilton, and Philip Freneau.

114 or 414—The American Literary Renaissance, 1820-1870. Four hours.
The beginnings of a truly American literary tradition in the essays and sketches of Irving, Emerson, and Thoreau; the novels of Hawthorne, Cooper, and Melville; and the poetry of Bryant, Poe, and Whitman.

116 or 416—The Rise of Realism in American Literature, 1870-1920. Four hours.
The movement, under the impact of the Industrial Revolution, from a "romantic" to a "realistic" view of life. as evidenced by the novels of Twain, Howells, James, and Dreiser, and by the poetry of Emily Dickinson, Robinson, and Masters.

118 or 418—American Literature Between the World Wars, 1920-1940. Four hours.
Tendencies and movements in modern American literature reflected by the novels of Sinclair Lewis, Hemingway, and Faulkner; by the plays of Engene O'Neill; and by the poetry of Frost and Eliot.

123 or 423—Shakespeare's Comedies. Four hours.
A critical study of a selected group of Shakespeare's comedies and tragi-comedies.

125 or 425—Shakespeare's Tragedies. Four hours.
A critical study of a selected group of Shakespeare's history plays and tragedies.

127 or 427—The English Novel. Four hours.
A study of the English novel from its beginnings to the twentieth century.

130 or 430, 131 or 431, 132 or 432—Tutorial in Comparative Literature. Twelve hours—4-4-4.

135 or 435, 136 or 436—Nineteenth Century Poetry and Prose. Eight hours—4-4.
An intensive study of the major figures of the Romantic and Victorian Ages.

138-148—Advanced Composition. Eight hours—4-4.
Admission by permission of the instructor.
A course designed for students seriously interested in creative writing.

144 or 444—Readings from World Literature. Four hours.

145 or 445—Literary Criticism. Four hours.
A survey of the history of literary criticism from the Greeks to the present with special emphasis upon the critical issues raised by Aristotle, Coleridge, and the New Criticism.

146—The Literature of the Bible. Four hours.
A literary study of the Old and New Testament Scriptures, together with a consideration of similar writing of Jewish writers contemporary with the Biblical authors, and a comparison of the scriptural writings with related types among other peoples.

147 or 447—Major Writers of the Eighteenth Century. Four hours.
An intensive study of the form and contents of the works of Dryden, Swift, Pope, and Johnson.

173 or 473—Analysis of Poetry. Four hours.
A study of the techniques of poetry interpretation for the purpose of developing critical insight.

174 or 474—The Modern European Novel. Four hours.
A study of the more important English and European novelists of the 20th century, with emphasis upon analysis and critical evaluation.

179 or 479—Development of English Drama. Four hours.
A study of representative plays from the origin of English drama to the beginning of the modern period, exluding Shakespeare. Emphasis upon the development of the drama in its various types.

180 or 480—Modern Poetry. Four hours.
A study of the more important American and English poets of the late nineteenth and early twentieth centuries. with emphasis upon analysis and critical evaluation.

183 or 483—Modern Drama. Four hours.
A study of European and American drama of the late nineteenth and early twentieth centuries.

185 or 485—Literature of the South. Four hours.
An historical and critical survey of Southern literature from its beginning to the present.

186 or 486—Seventeenth Century Prose and Poetry. Four hours.
An examination of representative selections from the major English writers, excluding Milton, from Donne to Dryden.

187 or 487—**Milton.** Four hours.
A careful study of the principal writings of Milton, including **Paradise Lost**, some of the minor poems, and prose selections.

188 or 488—**Chaucer.** Four hours.
An introduction to the language and art of Chaucer, with particular attention to **The Canterbury Tales** and **Troilus and Criseyde.**

190 or 490—**Literature and the Arts.** Four hours.
Prerequisite: At least one English course numbered 100 or above in a previous quarter, or consent of the instructor.
The applications of general aesthetics, with particular emphasis on the interrelation of literature and the other arts: music, painting, sculpture, architecture, drama.

500—**Bibliography and Methods of Research in English.** Two hours.

502—**Anglo Saxon.** Four hours.

503—**The Development of Modern English.** Four hours.

505—**Seminar in American Literature.** Four hours.

508—**Seminar in Renaissance Literature.** Four hours.

510—**Seminar in Eighteenth Century Literature.** Four hours.

511—**Seminar in Nineteenth Century Literature.** Four hours.

513—**Seminar in Medieval Literature.** Four hours.

514b—**Thesis.** Six hours.

515—**Seminar in Twentieth Century Literature.** Four hours.

580—**Tutorial in English and Germanic Philology.** Four hours.

FOREIGN LANGUAGES

William G. Burks, Chairman

Johnson Reindorp Weiersheuser

Foreign Language Majors and Minors: Candidates for either the Bachelor of Arts or the Bachelor of Science degree may choose a major or a minor in French, German, or Spanish. The requirement for a major, in terms of hours, is 24 quarter hours in courses numbered 100 or above. Two college years (24 hours) or its equivalent in high school and college courses is prerequisite to beginning study at the level of the major or minor.

Suggested Curriculum for Bachelor of Arts

Degree with a Major in French, German. or Spanish

Freshman and Sophomore Years

	Hours
Courses listed in B.A. core	
The first two years of major*	24

Junior and Senior Years

Degree with a Major in French, German, or Spanish

Language to complete major**	12 to 24
Minor and electives	44 to 56

*Students who have had two years of a language in high school should not schedule freshman courses.

**The phonetics course is required for French and Spanish majors.

Suggested Curriculum for Bachelor of Science Degree with a Major in French, German, or Spanish

Freshman and Sophomore Years

	Hours
Courses listed in B.S. core	
Language to complete major**	12 to 24

Junior and Senior Years

The first two years of major*	24
Education 20, 113, 151J, 164, 185. 186	28
Psychology 119, 132	8
Fine arts	4
Electives	30 to 42

*Students who have had two years of a language in high school should not schedule freshman courses.

**The phonetics course is required for French and Spanish majors.

Related Majors: Credit for all Spanish courses is accepted for majors in the Institute of Latin-American Studies; credit in French or German is accepted for minors.

The major in foreign trade within the Division of Commerce includes a study of the Spanish language and of Latin-American literature and culture and automatically gives the student a second major in Spanish. Credit in French is accepted for Latin-American students who major in foreign trade.

The major in foreign service within the Division of Social Studies is also planned to give the student a second major in the foreign language of his choice.

Method: Emphasis is placed upon the oral aspect of the language in the teaching of Spanish and French, so that the first four quarters the classes may be conducted to some considerable degree in the language. This fact tends to be less true in German, where there is greater demand for reading knowledge for science majors.

Advanced Language Courses: As the student progresses into the more advanced courses, studies in the literature and civilization of the French-, German-, or Spanish-speaking countries will receive greater emphasis. Oral and written treatment of this material will be largely in the foreign language.

Registration for Courses: In all courses which run throughout the year, the first quarter is prerequisite for the second and both the first and second are prerequisites for the third. No credit is granted for any part of the first year of a language until the third quarter has been completed.

It is understood that a student, whether studying a foreign language as a part of his core curriculum, as a requirement in a related major, or as a major or minor in itself, will begin the language in college at the level of his achievement at the time of entrance. If he should be placed in a language course above the beginning level, he will not receive college hours of credit for the courses not studied in college.

Class Attendance: Because of the special nature of teaching and learning a foreign language, a minimum amount of "contact time" is essential. Foreign language students therefore, are expected to attend all classes except those from which they are excused by reason of illness, administrative sanction, or the judgment of the instructor.

FRENCH

Burks Johnson

25-26-27—**First Year French.** Four hours each.
75-76-77—**Second Year French.** Four hours each.
Prerequisite: French 27, or the equivalent, and consent of the instructor.

125—**Advanced Conversational French.** Four hours.
Prerequisite: French 77.
Offered in the fall quarter.
A course designed to develop further the ability to speak the language fluently. Recommended for those who plan to major in, or teach, French.

126—**Advanced Conversation and Phonetics.** Four hours.
Prerequisite: French 77.
Required of those who plan to major in, or teach, French. Recommended for students of voice.
A course planned to combine the theory and practice required for improvement in comprehension, pronunciation, enunciation, and intonation.

127—**Scientific French.** Four hours.
Prerequisite: French 77, or the equivalent, and consent of the nistructor.
Reading in several sciences, such as chemistry and geology.

145-146-147—**Introduction to French Literature.** Four hours each.
Prerequisite: French 77 or the equivalent.

151-451—**French Romantic.** Four hours.
Prerequisite: French 147.
Representative writers of the French Romantic movement; emphasis on essential difference between Romanticism and Classicism.

152-452—**French Realism and Naturalism.** Four hours.
Prerequisite: French 147.
Significant characteristics of Realism and Naturalism; emphasis on outstnading French works of the latter half of the nineteenth century.

153-453—**French Literature of the Twentieth Century.** Four hours.
Prerequisite: French 147.
Representative works from authors of present century; discussion in French language.

154—**French Literature Since World War II.** Four hours.
Prerequisite: French 77, or the equivalent, and consent of the instructor.

160-161-162—**French Literature of the Nineteenth Century.** Four hours each.
Prerequisite: French 147.
Offered in alternate years.
Study and discussion of representative works in poetry, drama and fiction.

570-571-572—**French Literature from the Eleventh Century to the Revolution.** Twelve hours. 4-4-4.

580—**French Literature Since World War II.** Four hours.

GERMAN

Weiersheuser

35-36-37—**First Year German.** Four hours credit each.

85-86-87—**Second Year German.** Four hours credit each.
Prerequisite: German 37, or the equivalent. and consent of the instructor.

100—Advanced Conversation. Four hours.
Prerequisite: German 37, or the equivalent, and consent of the instructor.
May be taken concurrently with German 85-86-87.

102—Contemporary German Literature. Four hours.

103—Advanced Readings in German. Four hours.
Prerequisite: German 87, or the equivalent, and consent of the instructor.

125-126-127—Scientific German. Four hours each.
May be taken after one year of German, with consent of instructor.

195-196-197—Survey of German Literature. Four hours each.
Prerequisite: German 87, or the equivalent, and consent of the instructor.

SPANISH

Burks Johnson Reindorp

Students who major in Spanish may not minor in Latin-American studies.

31-32-33—First Year Spanish. Four hours credit each.

81-82-83—Second Year Spanish. Four hours each.
Prerequisite: Spanish 33, or the equivalent, and consent of the instructor.

100—Advanced Conversation. Four hours.
Prerequisite: Spanish 83.
Offered only in the fall quarter. Recommended for those who plan to teach Spanish.

101—Phonetics. Four hours.
Prerequisite: Spanish 100.
A study of the phonetics and pronunciation of the Spanish language through phonetic transcription, syllabication, and oral work in the laboratory. Required of all majors and prospective teachers.

102—Commercial Spanish. Four hours.
Prerequisite: Spanish 83.
Designed especially for majors in foreign trade. Letter writing and business forms.

148-149-150—Introduction to Spanish Literature. Four hours each.
Prerequisite: Spanish 83.
Offered in alternate years.
The reading and discussion of selections of Spanish literature from the beginning down to the early 20th century.

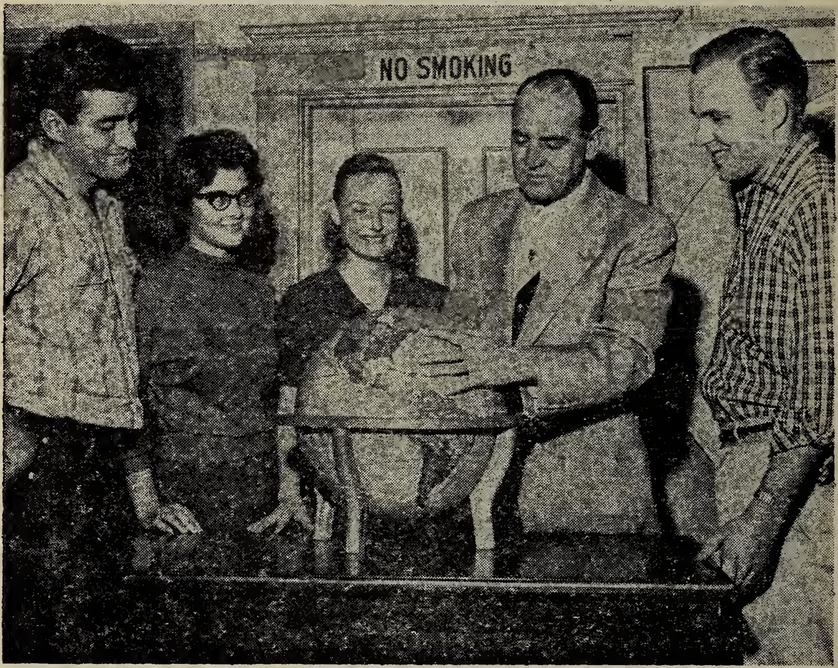
160-161-162—Introduction to Spanish-American Literature. Four hours each.
Prerequisite: Spanish 83.
Offered in alternate years.
The reading and discussion of selections of Spanish-American literature from the beginnings down to the early 20th century.

170-171-172—Spanish Drama and Novel of the 19th Century. Four hours each.
Prerequisite: Spanish 150.
Offered in alternate years.
Reading and discussion of selected masterpieces of the 19th century.

DEPARTMENT OF GEOGRAPHY

Arthell Kelley, Chairman

Collier Kelley



The increase in travel, especially by the American Armed Forces, and the increase in the importance of international trade and international politics during the last generation have created a new importance for a knowledge of geography by the American college graduate. The courses offered in geography are designed partly to meet these new needs for the general student and partly to meet the increasing demand for trained geographers in government service and in industry.

Requirements for Major

A student majoring in Geography may elect one of several alternative plans. He may work toward either the B.A., the B.S. Professional, or the B.S. Non-Professional degree. The student's choice of program should be determined by his plans for the future and in close conjunction with his adviser.

A. Curriculum—College Core

The student working toward either degree must include the appropriate core curriculum subjects for his degree. Core curricula may be found on pages 66 and 69 of this catalogue. The student majoring in Geography should elect Geography 33 among his core subjects.

B. Curriculum—Professional Requirements

The student working toward the B.S. Professional degree must include in his program the courses leading toward the Class A teaching certificate.

C. Curriculum—Departmental Requirements

1. General Requirements:

The student wishing to major in Geography, regardless of his degree plan, must take 36 hours in the Department of Geography. of which 28 hours must be in courses numbered above 100. Required of all majors are Geography 33, 43, 100, 110, and 170. All majors should have 8 hours in introductory courses, 12 hours in regional courses, 12 hours in functional courses, and 4 hours in a field course.

2. Students wishing to qualify for government service should have 45 hours in Geography.

D. Curriculum—Minor and Electives

In addition to the core requirements, the certification requirements and the departmental requirements, the student must also complete the requirements for a minor. preferably in a related field. Courses not used to fulfill any of these requirements are free electives and may be taken in any department of the college.

Requirements for Minor

The student minoring in Geography must take 28 hours in the department of which 20 hours must be in courses numbered above 100. Recommended for the minor are Geography 33 or 43, 110, and 170.

Courses of Instruction

33—**Principles of Global Geography.** Four hours.
An introductory course dealing with the elements of geography, both physical and cultural. Student applications of the geographic principles studied in interpreting interests and activities of different peoples.

43—**Introductory Economic Geography.** Four hours.
A study of the leading occupations, such as hunting, fishing, grazing, forest industries, mining, manufacturing, transportation. and trade, in their regional setting.

100—**Cartography.** Four hours.
A course in methods of representing landscape features and geographic data on maps and graphs. Includes map projections, with student diagrammatic sketching from nature and from maps.

110 or 410—**Geography of the United States and Canada.** Four hours.
A regional study of Anglo-America covering people, resources, products, trade, and world relations.

118—**Geography of South America, Mexico, and the Caribbean Countries.** Four hours.
A regional study of Latin America. Intended to acquaint the student with the geography of regions differing from his own.

131—**Geography of Mississippi.** Four hours.
Natural regions, soils, products, industries, and people. Map-making from U. S. census statistics.

137—**Geography of the U.S.S.R.** Four hours.
A regional survey of the physical, economic, and cultural geography of the U.S.S.R.

138—**Geography of Europe.** Four hours.
A study of the people, resources, products. and possible future development.

139—**Geography of Asia.** Four hours.
A regional study, with emphasis on India, China, Japan and Indonesia.

140—**Geography of Africa.** Two hours.
A regional study.

141—**Geography of Australia.** Two hours.
A regional study.

145 or 445—**Advanced Economic and Commercial Geography.** Four hours.
Includes a short survey of geographic principles governing primary, secondary, and tertiary production.

160 or 460—**Geographic Influences in American Development.** Four hours.
A study of how geography has influenced American history: exploration, settlement, and political, industrial, and social development.

170—**World Political Geography.** Four hours.
A study of the world political situation, present and future, in its relationship to natural environmental backgrounds.

176—**Conservation of Natural Resources.** Four hours.
A study of the problems of conservation of natural resources of the United States and the world, including soil, minerals, natural vegetation, native animals, water, and people.

180 or 480—**Climatology.** Four hours.
Analysis of climatic control and elements; climate conditions in each of the continents.

184 or 484—**Urban Geography.** Four hours.
Nature, distribution. principal functions of urban settlements and supporting areas, with emphasis on the United States and local field study.

194 or 494a, b—**Tour of Geographical Places.** One and a half hours each.
Prerequisite: Consent of the instructor. May be taken twice as "a" and "b", but only once for credit toward a major or minor in geography.
A three- or four-week, conducted tour of places of geographical interest, varied from year to year. Conducted by a regular faculty member, with prepared lectures and study materials.

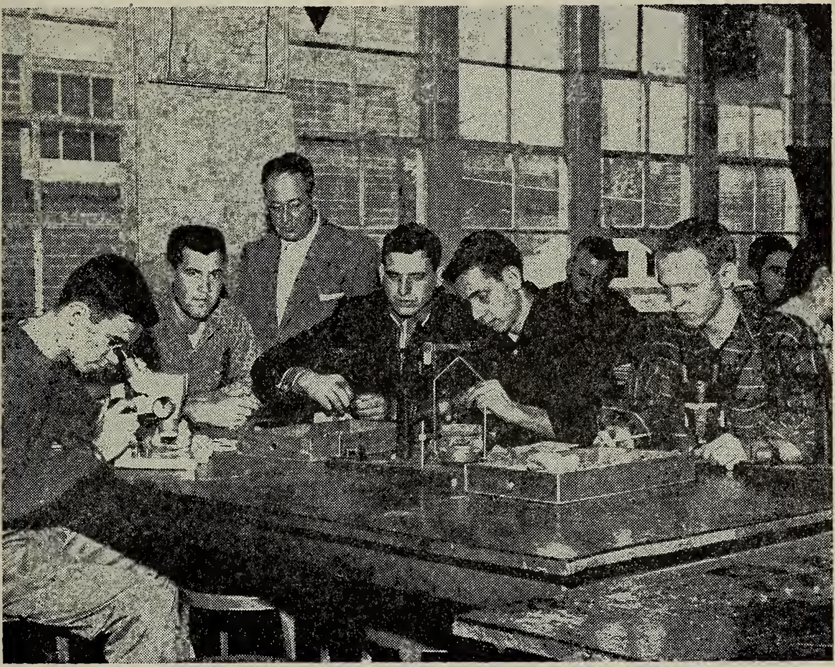
500—**Seminar in Geography.** Four hours.
Research in the field of regional geography.

571—**Seminar in Geography.** Four hours.
Research in the field of political geography.

DEPARTMENT OF GEOLOGY

Olin T. Brown, Chairman

B. Brown DeVries Nyholm



Students electing geology to satisfy the college one-year science requirement will take Geology 44, 45, and 46. Students majoring in geology will take Geology 44, 50, and 60. Geology majors must elect a minor in mathematics, physics, biology, chemistry, or general science. For requirements for a general science minor, see core requirements for the Bachelor of Science degree. Students expecting to enter the field of geophysics should complete mathematics through calculus and elect a physics minor.

Except as explained below, all geology majors must include the following courses in their programs of study:

Geology 105—Invertebrate Paleontology

Geology 106—Invertebrate Paleontology

Geology 110—Mineralogy

Geology 119—Sedimentation

Geology 130—Structural Geology

Geology 180—Geology Summer Camp

Women students are excused from Geology 180 until a permanent camp with suitable quarters and chaperones is available. Certain physically handicapped students may be excused by the department. In either case the department will require the student to offer nine quarter hours of specified work in substitution for Geology 180.

For the work of the first two years see catalog section on the core curricula.

Junior Year

Physics 80, 81, and 82, or 90, 91, and 92	12
Geology 110, 119, 130, and 137	16
Physical education or health	4
[1]Minor field	12
[2]Electives	8
	52

Senior Year

Geology electives numbered above 100 (to be selected from Geology 111, 138, 139, 160, and 161	12
[1]Minor and electives	36
	48

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[1]Students planning to specialize in paleontology and stratigraphy should elect a biology minor, or include one year or more of biology if electing the general science minor. The student is cautioned that he must have a total of 68 hours numbered above 100 to be eligible for graduation. In addition, it should be remembered that French and German are required by many graduate schools.

COURSE DESCRIPTIONS

44—Physical Geology. Four hours.
Three lectures and two hours laboratory each week.
An introduction to earth science, including the physical processes responsible for shaping the major features of the landscape. Laboratory study of common minerals and rocks.

45—Elementary Physiography. Four hours.
Three lectures and two hours laboratory each week.
Prerequisite: Geology 44.
A study of land forms, their origins, structure, and relationship to the geologic processes at work, accounting for the relief of the earth's surface. Laboratory study of selected topographic and physiographic maps.

46—Historical Geology. Four hours.
Three lectures and two hours laboratory each week.
Prerequisite: Geology 44.
A study of earth history as revealed in the character and fossil content of rocks. One field trip for collecting fossils. Laboratory study of fossils, geologic maps, structure sections, and columnar sections.

50—Historical Geology of North America. Four hours.
Three lectures and two hours laboratory each week.
Prerequisite: Geology 44.
Designed for majors and minors in geology.
The geologic history of North America, including the nature and fossil content of rocks of various ages, stratigraphic associations, paleogeography, and the continental framework.

60—Introduction to Minerals and Rocks. Four hours.
Two hours lecture and one four-hour laboratory.
Prerequisite: Geology 44, Mathematics 35, and Chemistry 25 or 31.
Elementary crystallography. Elementary phase study. Sight recognition of the more common minerals. Intensive study of the diagnostic rock forming minerals. Introduction to sedimentary rocks.

100—Petrology. Four hours.

Two hours lecture and four hours laboratory each week.
Prerequisite: Geology 60.
A study of the origin, description and classification of igneous, sedimentary, and metamorphic rocks.

102—Invertebrate Zoology. Four hours.
For description see Biology 102.

105-405—Invertebrate Paleontology. Four hours.

Two lectures and four hours laboratory each week.
Prerequisites: Geology 50 and Biology 37, 38 or Biology 102.
A study of invertebrate fossils, devoted to the Protozoa through Echinodermata, with attention to the history of the science, rules of nomenclature, and environments of lower animals.

106-406—Invertebrate Paleontology. Four hours.

Two lectures and four hours laboratory each week.
Prerequisite: Geology 105.
A continuation of the study of invertebrate fossils, beginning with the Bryozoa and extending through Arthropoda.

110—Mineralogy. Four hours.

Two hours lecture and two two-hour laboratory periods.
Prerequisite: Geology 60, Chemistry 26, 27 or Chemistry 32, 33.
Physical, descriptive, chemical and determinative mineralogy. Emphasis is placed on mineral identification. The more important mineral species will be studied in detail.

111—Mineralogy. Four hours.

Three hours lecture and two hours laboratory.
Prerequisite: Mineralogy 110.
Advanced crystallography; crystallographic notation including stereographic and gnomonic projection; introduction to optical mineralogy.

119-419—Sedimentation. Four hours.

Two lectures and four hours laboratory each week.
Prerequisite: Geology 44, 50, and 60.
A concentrated study of weathering, transportation, deposition, and lithification of sedimentary materials. Regional and local sediments investigated, classified, and mechanically treated with laboratory apparatus. Microscopic analysis of selected samples.

122—Petroleum Geology. Four hours.

Three hours lecture and two hours laboratory each week.
Prerequisite: Senior standing in geology, Geology 60, 100, 106, 110, 119, and 130.
The origin, occurrence, migration and accumulation of oil and gas.

125—Advanced Physiography. Four hours.

Three hours lecture and two hours laboratory each week.
Prerequisite: Geology 44, 50 and 60.
An advanced course stressing the origin of major order relief features, namely continents and ocean basins, physiographic provinces (constructional land forms), and the third order destructional forms.

130—Structural Geology. Four hours.

Three hours lecture and two hours laboratory each week.
Prerequisite: Geology 50 and Mathematics 35.
A study of the mechanical principles of rock deformation and secondary structures including folds, joints, faults, cleavage and lineation, and regional and local tectonics.

137—**Stratigraphy of North America I.** Four hours.
Four hours lecture each week.
Prerequisite: Geology 50, 105, 110, 119, and 130.
A history and analysis of stratigraphic principles. Emphasis on stratigraphic procedures, sedimentary facies, stratigraphic nomenclature, principles of correlation, methods of paleogeography and tectonics. A required days field trip.

138—**Stratigraphy of North America II.** Four hours.
Four hours lecture each week.
Prerequisite: Geology 137.
A study of stratigraphy, involving rocks ranging from the Pre-Cambrian through the Permian. Attention to the importance of stratigraphy to petroleum accumulation.

139—**Stratigraphy of North America III.** Four hours.
Four hours lecture each week.
Prerequisite: Geology 138.
A continuation of the study of stratigraphy, involving rocks ranging from the Triassic through the Pleistocene. Emphasis on petroleum possibilities in Mesozoic and Cenozoic rocks.

144—**Marine Geology.** Three hours lecture and two hours laboratory.
Prerequisite: Permission of instructor, Geology 50, 60, 119, 130 and 8 hours of chemistry.

145—**Economic Geology.** Four hours.
Two hours lecture and four hours laboratory each week.
Prerequisite: Geology 100, 110, and 130
Principles of ore deposits. Introduction to fuels and non-metallic mineral deposits. Practice in oral and written technical reporting.

153—**Plane Table Mapping.** Four hours.
Seven hours field work and one hour classroom instruction each week.
Prerequisite: Geology major, upper class standing, and permission of instructor.
Fundamental methods used in topographic mapping. Local areas assigned for mapping and contouring to scale. Instruction by individual assignments.

154—**Problems in Marine Sedimentation.** Four and one-half to nine hours, or one and one-half quarter hours each week.
Prerequisite: Permission of instructor.
Sometimes taught at Gulf Coast Research Laboratory.
A study of present marine sedimentation along the Gulf Coast. Mechanical and microscopic analysis of the collected samples.

161-461—**Micropetrography.** Four hours.
Two hours lecture and four hours laboratory each week.
Prerequisite: Geology 100, and 111 (Physics 150 for graduate credit).
Systematic study of rocks by means of the polarizing microscope.

168—**Micropaleontology.** Four hours.
Eight hours laboratory each week.
Prerequisite: Geology 106, one year of biology, and upperclass standing.
An introduction to the study of micro-fossils (particularly Foraminifera), with emphasis on Gulf Coastal Plain species.

180—**Geology Summer Field Camp.** Nine hours.
One and one-half hours credit per week in the field, the camp to be held in the southern Appalachians at Spring City, Tennessee.
Prerequisite: Geology 60, 105, 106, 119, 130, 137, 153, and upper class standing.

Designed to give experience in solving stratigraphic, paleontologic, and structural problems in the field. Introduction to field methods. instrumentation, and collection of field data and specimens. Weekly assignments in lieu of field report.

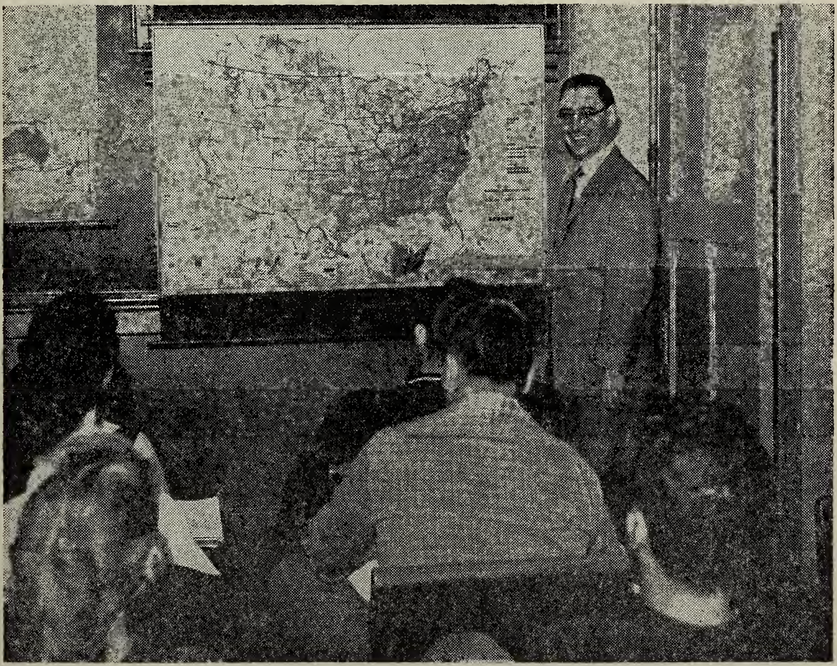
191—**Field Geology of Mississippi.** Four hours.
Minimum of eight hours field and instructional work each week.
Prerequisite: Geology 44, 50, 60, 105, 106, 130, and permission of instructor.
Direction in the study of geology of the State of Mississippi and adjacent areas (Alabama and Tennessee), with field trips to selected stratigraphic localities. Lectures, discussions, and reading assignments preparatory to field studies.

194—**History of Geology.** Two hours.
Two hours lecture each week.
Open to advanced majors in geology.
Discussions of the development of geology as a science, and of the pioneers who contributed to the various phases of geology.

195—**Special Problems in Geology.** Two hours.
Prerequisite: Permission of the department head.
Independent study or research, to provide an opportunity for well-qualified advanced students to pursue supervised individual work in fields of special interest.

DEPARTMENT OF HISTORY AND GOVERNMENT

Leon A. Wilber, Chairman



A student majoring in history or government may elect one of three plans. He may work toward the B.A., the B.S. Professional, or the B.S. Non-Professional degrees. The student's choice of program should be determined by his plans for the future and in close conjunction with his adviser.

A. Curriculum—College Core

The student working toward any degree must include the appropriate core curriculum subjects for his degree. Core curricula may be found on pages 66 and 69 of this catalogue. The student majoring in history should elect History 27 and 28 among his core subjects. A student majoring in government should elect Government 25 among his core subjects.

B. Curriculum—Professional Requirements

The student working toward the B.S. Professional degree must include in his program the courses leading toward the Class A teaching certificate.

C. Curriculum—Departmental Requirements

1. General Requirements:

The student wishing to major in history or government, regardless of his degree plan, must take 36 hours in the same subject. Required of all history majors are History 27, 28, 61, 62, and 109.

2. Requirements for secondary school teacher's license:

In addition to the major and the prescribed professional courses, students seeking teachers' licenses should elect Economics 54 (or 55 and 56), Geography 170, Government 25, and Sociology 63 or 107.

D. Curriculum—Minor and Electives

In addition to the core requirements, and the departmental requirements, the student must also complete the requirements for a minor, preferably in a related field. Courses not used to fulfill any of these requirements are free electives and may be taken in any department of the college. Education will normally be the minor for a student seeking a teacher's license.

Requirements for Minor

The student minoring in history or government must take 28 hours in the same subject. The student is given free choice of courses to be taken, but History 27, 28, 61, and 62 give good background knowledge for the more advanced courses.

Requirements to teach social studies as a second field.

Students wishing to prepare to teach social studies (in high school) as a second field should take the following courses:

	Hours
History 27, 28, 61. and 62	16
Education 151L	4
Government 25	4
Economics 54 (or 55 and 56)	4
Sociology 63 or 107	4
Geography 170	4
Social studies elective	4

This list is designed to cover the principal fields a teacher might be called upon to teach. It does not meet requirements for a minor, however, since for a minor a student must take 28 hours in the same subject.

GOVERNMENT

Brent Davis Gonzales Jackson Wilber

Introductory Notes

(1) Government 25 should normally be the first course taken.

(2) Students desiring a complete survey of government in the United States should take courses 25, 100, 130, and 135.

(3) Economics 129 and Business Administration 147 may be elected as government for meeting requirements for major or minor if approved by the student's adviser.

(4) History 179 and History 190 may be elected as government for meeting requirements for major, if approved by the student's adviser.

25—**American Government.** Four hours.
A survey of our national government, with some related study of Mississippi courts and the state election system.

100—**County Government.** Four hours.
A study of local rural government, with some emphasis on Mississippi.

106 or 406—**American Political Parties and Pressure Groups.** Four hours.
A survey of party structures, problems, and methods of political leaders, and present pressure groups and their methods.

129—**Public Finance.** Four hours.
Same as Economics 129.

130 or 430—**State Government.** Four hours.
A study of the organization and problems of state governments, with some emphasis on Mississippi.

135 or 435—**American Municipal Government.** Four hours.
A study of the principal systems of municipal government in the United States, with emphasis on Mississippi.

145—**Current Problems in Citizenship.** Four hours.
A study of current problems before the national, state, and local governments at the time the course is taught. Different problems studied in different years.

147—**Government and Business.** Four hours.
Same as Business Administration 147.

150 or 450—**Comparative Government.** Four hours.
A survey of the principal types of government abroad, especially British, French, and Russian.

157 or 457—**International Politics.** Four hours.
A study of the types of International Organization and the methods and forces involved in international political struggles.

160 or 460—**Public Administration.** Four hours.
An introductory study including administrative organization, personnel management, and fiscal management.

185 or 485—**International Law.** Four hours.
A sampling of the field, based largely on cases.

535a, b, c—**Special Problems.** One to three hours.

554—**Seminar in Problems in Mississippi Government.** Four hours.

714—**Mississippi State and Local Government.** Four hours.

HISTORY

Brent Davis Fike Fortune Gonzales Jackson
Steede Wilber

Introductory Notes

Several courses are parts of sequences, and an entire sequence should usually be taken if any part is taken. These sequences are History 27 and 28, History 61 and 62, History 126 and 127, and History 128 and 129.

Economics 112 and Religion 51, 130, and 132 may be elected as history for meeting degree requirements, if approved by the student's adviser.

27—**World Civilization to 1648 A. D.**—Four hours.
A study of the cultures of ancient and medieval peoples, including those of the Middle East, Europe, India, China, and America. Cultural aspects emphasized more than political history. Intended to be of value to the general student as well as to history majors.

28—**World Civilization Since 1648 A. D.** Four hours.
A continuation of History 27, with emphasis in the latter half upon the twentieth century.

61 and 62—**Problems in American History.** Four hours each quarter.
A study of some of the most important movements in the history of the United States. Students will read and analyze the major primary and secondary sources relating to each movement. The courses are divided at 1865. (Required of history majors.)

109—**Mississippi History.** Four hours.
A study of the political, economic, and social development of the state since 1817. (Required of history majors.)

126 or 426—**Latin-American History to 1830.** Four hours.
A study of the political, economic, and cultural development of the Latin-American countries from the colonial period to 1830.

127—**Latin-American History since 1830.** Four hours.
A study of the political, economic, and cultural development of the Latin-American countries from 1830 to the present, with some emphasis on inter-American relations.

128 or 428—**American Foreign Relations to 1898.** Four hours.
A survey of U. S. foreign policy from the Revolution to 1898. Emphasis on the Monroe Doctrine and problems of expansion.

129 or 429—**American Foreign Relations since 1898.** Four hours.
A continuation of History 128. Emphasis on imperialism, the World War, and U. S. relations with international organizations.

132 or 432—**The Colonial Period in American History, 1492-1763.** Four hours.
A study of the settlement and growth of the British, French, and Spanish colonies in North America until the end of the French and Indian War. Major emphasis will be placed on the political and economic development of these colonies.

133 or 433—**The Emergence of a New Nation, 1763-1800.** Four hours.
A study of the origins and course of the American Revolution, the successes and failures of the Confederation government. the Constitutional Convention of 1787, and the Federalist era with special attention to Jefferson and Hamilton.

134 or 434—**The Age of Jefferson and Jackson, 1801-1848.** Four hours.
A study of the growth of nationalism and democracy in the United States from 1801 to 1848.

138 or 438—**History of the Old South.** Four hours.
A reading, research, and discussion course on the ante-bellum South. Special attention given to slavery, plantation life, and manners and customs.

140 or 440—**Civil War and Reconstruction.** Four hours.
An intensive study of the period from 1861 to 1877.

141 or 441—**History of the New South.** Four hours.
A study of the South since 1877. Covers social, economic, cultural, and political developments. Special attention to Bourbon rule, the Agrarian revolt and developments during the twentieth century; political, industrial, and educational.

142 or 442—**Contemporary American History.** Four hours.
American history since 1920. Social, economic, and cultural development, and political events.

143 or 443—**Foundations of Modern America, 1877-1920.** Four hours.
A study of the passing of the frontier, the rise of new industry and the city, the new immigration, the Populist and Progressive movements, and the increasing participation of the United States in Asian, Latin-American, and European affairs.

151 or 451—**American Intellectual and Social Development to 1865.** Four hours.
A study of the intellectual and social forces that have influenced American thought and action. Emphasis on such topics as the influence of racial stocks, and development of religion, literature, science, art, architecture, music, recreation and political and economic thought.

152 or 452—**American Intellectual and Social Development Since 1865.** Four hours.
A continuation of History 151.

153 or 453—**The West in American History.** Four hours.
An advanced study of characteristics of the frontiers, and of the influence of the frontier on American life and culture.

156 or 456—**Survey of Western Intellectual Development.** Four hours. (Designed not to duplicate Philosophy 104 and 106.)
A survey of western intellectual development outside the United States, from 1400 to the present. Includes humanism, growth of science, mercantilism, the Age of Reason, romanticism, liberalism, socialism, and nationalism.

160 or 460—**Greek Culture.** Four hours.
A study of the literature, art, politics, religion, and philosophy of the ancient Greeks. Emphasis on the Age of Pericles.

162 or 462—**Roman Culture.** Four hours.
A study of the Roman Republic and the early Roman Empire, covering literature, religion, art, philosophy, jurisprudence, administration and political institutions—especially the last three.

164 or 464—**The Middle Ages.** Four hours.
An advanced course in European history from the end of the western Roman Empire to the beginning of the Renainsance.

165 or 465—**Renaissance.** Four hours.
An interpretative study of causes and main currents of the Renaissance, including humanism, literature, and the arts.

166 or 466—**Reformation.** Four hours.
A thorough study of the Reformation and Counter-Reformation, including the effects to the present time.

167 or 467—The Age of Absolutism. Four hours.
A survey of the principal political, economic, social, and intellectual developments in Europe from 1648 to 1789.

(For the period 1789 to 1815 see History 173 below.)

168 or 468—Age of Nationalism and Liberalism. (1815-1870). Four hours.

An advanced study of the age of developing nationalism with special emphasis on political, social and economic philosophy.

169 or 469—Age of Imperialism, (1870-1918). Four hours.
A survey of the diplomatic and political conditions that led to the international rivalry which resulted in the first World War. The War itself is discussed in some detail.

170 or 470—The Versailles Era. (1919-1939). Four hours.
The creation, deterioration and destruction of the European system as set up in the Treaty of Versailles. A survey of European developments from 1919 to 1930.

171 or 471—History of Russia. Four hours.

Political, economic, social, and cultural history since the ninth century. Kievan, Tartar, Muscovite, and Imperial eras, with emphasis on the Soviet period.

172 or 472—The Far East Since 1853. Four hours.
A historical study of Siberia, China, Japan, southeastern Asia, and the Pacific Islands. Diplomacy, cultural and economic developments, and nationalism.

173 or 473—French Revolution and Napoleon, (1789-1815). Four hours.
A study of the forces and developments of the French Revolution in detail with emphasis upon those forces that affected Europe and the Western world.

174 or 474—Early English History. Four hours.

A survey of ancient and medieval England to 1603, with emphasis on customs, literature, and institutions.
Recommended for English majors.

175 or 475—Modern English History. Four hours.
A study of England beginning with the Stuarts. Emphasis on development of political institutions, the Industrial Revolution, and imperialism.

179 or 479—Constitutional History of the United States. Four hours.

May be elected as government for a major or minor. Especially recommended for prelaw students.
A historical study of the development of American constitutional law, largely based on cases.

186 or 486—World War II to the Present. Four hours.
Europe and the world from 1939 to the present.

190 or 490—English Constitutional History. Four hours.
May be elected as government for a major or minor. Especially recommended for prelaw students.
A study of the development of English political institutions from Anglo-Saxon times to the establishment of the British Commonwealth of Nations.

192a-b or 492a-b—Mississippi Materials. Two hours each.
May be taken twice (as "a" and "b") with permission of the instructor.
A series of special lectures intended to provide teachers with illustrative materials on Mississippi.

194 or 494—**Tour of Historic Places.** One and one-half hours per week. Prerequisite: Consent of the instructor.

May be taken twice (as "a" and "b"), but only once for credit toward a major or minor in history.

A one- to three-week tour of historic places conducted by a regular member of the faculty, who presents lectures and study materials on the places visited.

500—**Historiography.** Four hours.

514b—**Thesis.** Six hours.

535a, b, c—**Special Problems.** One to three hours.

548—**Biographical History of the United States.** Four hours.

550—**United States Foreign Relations.** Four hours.

552—**Seminar in Southern History.** Four hours.

562—**European Diplomacy, 1870-1919.** Four hours.

570—**Seminar in American History, 1607-1877.** Four hours.

571—**Seminar in American History, 1877-.** Four hours.

575—**Seminar in Recent European and Asiatic History.** Four hours.

577—**Seminar in American-Soviet Relations.** Four hours.

DEPARTMENT OF JOURNALISM

Frank W. Buckley, Chairman

Lowrey Denley

The Department of Journalism offers professional training leading to a Bachelor of Arts or a Bachelor of Science degree. A student must complete a minimum of thirty-six quarter hours in journalism to qualify for a major in that field. A minor requires twenty-eight hours. Students may also schedule journalism courses to satisfy avocational interests.

Required courses for majors interested in the editorial sequence are

57, 58, 75, 76, 134, 136, 150, 151, 180, and 185. Required courses for students interested in public relations are 57, 58, 130, 134, 136, 150, 158, 165, and 170. All majors and minors are required to do practical work on THE STUDENT PRINTZ. Others are invited to join the staff.

Suggested Curriculum for Bachelor of Science Degree with a Major in Journalism

Freshman and Sophomore Years

	Hours
Courses listed in College Core	
Journalism 57, 58, 75, and 76	12
Journalism 130*, 134, and 136	12

Junior and Senior Years

Journalism 150, 165*, and 180	12
Journalism 151, 170*, and 185	12
Electives and minor	60

Suggested Curriculum for Bachelor of Arts Degree with a Major in Journalism

Freshman and Sophomore Years

Courses listed in College Core	
Journalism 57, 58, 75, and 76	12
Journalism 130*, 134, and 136	12

Junior and Senior Years

Journalism 150, 165*, and 180	12
Journalism 151, 170*, and 185	12
Electives and minor	40

*Required in public relations sequence only.

57—Beginning Reporting. Four hours.

The study of gathering news and writing simple news stories. Study of leads and story structure. Rewrites, follow-up assignments, story polishing, and some interpretation of news.

58—Intermediate Reporting. Four hours.

Emphasis on writing of complex and special story types: speeches, conventions, interviews, law courts, business, government, politics, criticism, features, society, sports, and others.

75—Beginning Photography. Two hours.

Essentials of news photography and its place in the news field. Use of the simpler cameras, and the developing and printing of pictures. Elements of writing cutlines and captions.

76—Introduction to Newspaper Advertising. Two hours.

Preparation of advertising copy, rate structure, promotion and selling for the weekly and daily press.

130—Press Photography. Four hours.

Advanced developing and printing of photographs, illustrating the news, advanced reporting with a camera, and evaluation of news photographs.

131—Advanced Press Photography. Four hours.

Working with the engraver. Pictures for wire transmission. Picture editing. Problems and trends in photography for the modern newspaper and picture magazine. Discussion of latest techniques, including color.

134—Copy Reading. Four hours.
Introduction to copy reading, headline writing and makeup. Intensive practice in the principles and techniques of copy reading.

136—Newspaper Design and Make-up. Four hours.
A study of the principles and mechanics of makeup, including a brief history of printing and a study of typography. Practice in fitting together news stories and illustrations to form an attractive, inviting paper.

137—Principles of Advertising. Four hours.
Same as Marketing 137. See description in that department.

138—Writing Brief Fiction. Four hours.
Same as English 138. See description in that department.

140a, b, c—Newspaper Advertising. Two hours each.
A review of principles and functions of advertising with emphasis on selling and promotion, preparation of advertising copy and layouts for newspapers, problems of the small daily and weekly. Servicing accounts, building linage, campaigns, and special pages.

148—Magazine Article Writing. Four hours.
Same as English 148. See description in that department.

150—Advanced Reporting. Four hours.
A study of interpretative reporting. Emphasis on the news behind the news. Discussion of reporting not only the fact, but the truth about the fact. Completing the account, explanations, predictions, providing perspective. Analysis of current news problems.

151—Specialized Reporting. Four hours.
A course designed for students wishing to specialize in a particular type of reporting including governmental affairs, labor, science, business, agricultural, social problems, sports, society, and home economics.

157—Supervision and Direction of Publications. **Two hours.**
A practical course for prospective teachers of high school English, social studies, or commerce who may be assigned to the sponsorship of the school newspaper.

158—Yearbook Production. Two hours.
A study of the school yearbook and other annual publications. Place of the school yearbook in the school; problems of the supervisor and principal; editorial and business policies and practices.

160a, b, c—Editorial Writing. Two hours each.
A study of the editorial page: its history, policies and practices. Initial sources, editorial page copy, the editorial cartoon, paragraphy, syndicated commentators, letters to the editor, selected condensations from other sources, and research articles.

165—Public Relations. Four hours.
A study of the origin and development of public relations in connection with business and industry, associations, non profit organizations, government, and labor.

170—Publicity Methods. Four hours.
An analysis of the media of communication and their relation to publicity.

178a, b, c,—Feature Writing. Two hours each.
A study of procedures employed in gathering material for feature stories, especially newspaper articles. Study of the structure of the feature story. development of feature style by practice in writing features, and selling procedures.

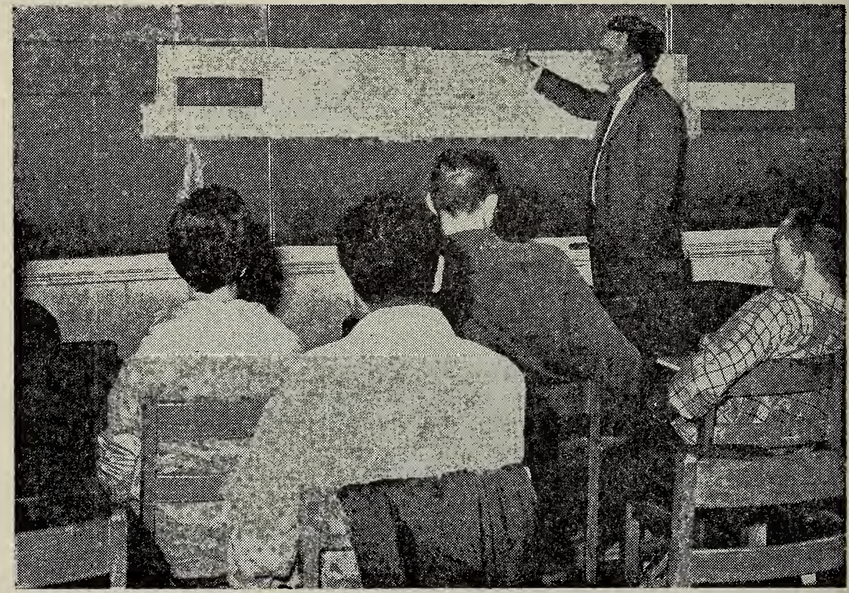
180—**Law of Press and Radio.** Four hours.
A study of the precedents and present laws governing the press, radio, advertising, and photography; libel, privilege, right of privacy, and constitutional guarantees.

185—**History of Journalism.** Four hours.
A study of the development of the newspaper in the United States from 1690 to present and the relationship of social, political, and economic factors to the evolution of the American press.

DEPARTMENT OF MATHEMATICS

B. O. Van Hook, Chairman

Bagley, Bickerstaff, Felder, Foote, Ferguson, Karolyi, Lewis, Luckey, Mitchell, Moss, Munn, Nicholson, Sanders, Smith, Weill



The Department of Mathematics offers a major or minor for students who are candidates for the Bachelor of Arts or the Bachelor of Science degree. The courses required for a major or minor are listed below by groups, in order to facilitate the proper selection of sequences of courses.
Groups:

(a) Mathematics 32, 35, 75, 175, 176, and 177

(b) Mathematics 178, 179, 180, 181, 182, 183, 184, 185, 187, 188, 189, 190, 192, 193, and 194

(c) Mathematics 31, 60, 76, 120, and 145, and Industrial Arts 135
Requirements for Majors:

	Hours
(1) All courses listed in groups (a)	24
(2) At least three courses selected from group (b)	12
Total	36

Recommendations for minors:

(1)	All courses listed in group (a)	24
(2)	At least one course selected from group (b) or group (c)	4
	Total	28

The following courses are strongly recommended for:

Prospective high school teachers—Mathematics 178
Prospective elementary teachers—Mathematics 21 and 60
Majors in business administration, economics, or sociology—Mathematics 120 and 145.
Majors in geology—Mathematics 48

21—Basic Mathematics. Four hours.
An elementary treatment of fundamental concepts including logic, the number system, ratio and proportion, percentage, operation and computation exponents, linear equations, and elementary statistical procedures.

31—College Algebra I. Four hours.
A first course in college algebra.

32—College Algebra II. Four hours.
A second course in college algebra; a continuation of Mathematics 31.

35—Plane Trigonometry. Four hours.

36—Spherical Trigonometry. Four hours.
Prerequisite: Mathematics 35.

47—Use of Slide Rule. Two hours.
A study of the use of the slide rule in the fundamental operations of multiplication, division, squares, square roots, powers, logarithms, sines, cosines, tangents, and cotangents.

48—Plane Surveying. Four hours.
Prerequisite: Mathematics 35.
Theory and practice in the use of instruments of surveying, measurement of horizontal and vertical distances, angles, traverse, curvilinear and topographic surveys, triangulation, measurement of latitude, longtitude, azimuth, and time.

60—Mathematics of Finance. Four hours.
Prerequisite: A knowledge of geometric progressions and logarithms.
A course in mathematical principles of such things as building and loan associations, sinking funds, bonds, investments, life iusurance, installment buying, and amortization of debts.

61—Mathematics of Finance. Four hours.
Prerequisite: Mathematics 60.
Designed for students of commerce.
A continuation of Mathematics 60, including a study of simple annuities, sinking funds, and amortization of loans.

75—Analytic Geometry. Four hours.
Prerequisite: Mathematics 35.

76—Analytical Geometry. Four hours.
Prerequisite: Mathematics 75.
A continuation of Mathematics 75.

120 or 420—Elementary Statistics. Four hours.
Prerequisite: Mathematics 21 or 31.
A study of statistical series, frequency distribution, measures of central

tendency, dispersion and skewness, trend, seasonal and cyclical variation, linear correlation, the normal curve, index numbers, presentation of data, collection of data, and sampling.

138 or 438—**The History of Mathematics.** Four hours.
Familiarity with mathematical terminology is necessary.
A study of the development of mathematical concepts.

145 or 445—**Statistics.** Four hours.
Prerequisite: Mathematics 120.
Average, dispersion, skewness, regression lines and planes, simple correlation, linear and non-linear trends, and normal curve.

175—**Differential Calculus.** Four hours.
Prerequisite: Mathematics 75.

176—**Integral Calculus.** Four hours.
Prerequisite: Mathematics 175.
A continuation of Mathematics 175.

177—**Calculus.** Four hours.
Prerequisite: Mathematics 176.
A continuation of Mathematics 176, emphasizing the application of differential and integral calculus.

178-478—**College Geometry.** Four hours.
Prerequisite: Mathematics 75.
Geometry of the triangle and the circle beyond ordinary Euclidean geometry.

179-479—**Matrix Theory.** Four hours.
Prerequisite: Mathematics 32, 75.
Matrix algebra, linear transformations, Cayley-Hamilton Theorem, similarity, applications.

180-480—**Theory of Equations.** Four hours.
Prerequisite: Mathematics 175.

181-481—**Introduction to Modern Algebra.** Four hours.
Prerequisite: Mathematics 180.
Theory of groups, rings, ideals, integral domains, and fields with applications.

182a-482a—**Mechanics I. Statics.** Four hours.
Prerequisites: Mathematics 177 and Physics 82.
A study of vectors, concurrent forces, coplanar forces, resultants, equilibrium, forces in space, moments of inertia, center of gravity, hydrostatics, work, kinetic energy, and dynamics of a rigid body.

182b-482b—**Mechanics II. Dynamics.** Four hours.
Prerequisite: Mathematics 182a.
Continuation of 182a.

183-483—**Vector Analysis.** Four hours.
Prerequisite: Permission of instructor.
Vector algebra and vector calculus, with applications to physics, mechanics, and geometry.

184-484—**Foundations of Mathematics I.** Four hours.
Calculus of sets, equivalence of sets, arithmetic of cardinal and ordinal numbers.

185-485—**Differential Equations.** Four hours.
Prerequisite: Mathematics 177.
Simple types of ordinary differential equations of the first and second

order, linear equations with constant coefficients, and applications to geometry and physics.

187-487—**Advanced Calculus.** Four hours.
Prerequisite: Mathematics 177.
Infinite series, continuity, limits, Gamma and Beta functions, and vector analysis. Fourier series.

188-488—**Number Theory.** Four hours.
Prerequisite: Mathematics 180 (may be taken concurrently).
An introduction to the theory of numbers—integers, aliquot parts, Diophantine equations, linear congruences, the Chiense remainder theorem, continued fractions.

189-489—**Introduction to Mathematical Statistics.** Four hours.
Prerequisite: Mathematics 120 and Mathematics 177.
Multiple and partial correlation, analysis of variance, non-parametric methods, testing statistical hypothesis, statistical design in experiments, and sequential analysis.

190-490—**Theory of Functions of a Complex Variable.** Four hours.
Prerequisite: Permission of instructor.
Complex numbers, analytical functions, infinite series, analytic continuation, Reimann surfaces, conformal mapping, Cauchy's integral theorem.

192-492—**Theory of Functions of a Real Variable.** Four hours.
Prerequisite: Permission of instructor.
Real number system, point set theory, Lebesgue integration, Stieltjes integrals.

193-493—**General Topology.** Four hours.
Prerequisite: Permission of instructor.
Topological spaces, separation properties, compact sets, connected sets, product spaces.

194-494—**Algebraic Topology.** Four hours.
Prerequisite: Permission of instructor.
Introduction to cohomology.

551—**Advanced Mathematics for Engineers and Physicists.** Four hours.
Prerequisite: Mathematics 175, 176, 177, 185. Consent of Instructor.
Infinite series of functions with particular emphasis on Fourier series; matrices and determinants with application in linear differential equations; integral transformations; applications of these topics in wave theory, heat flow, etc.

552—**Advanced Mathematics for Engineers and Physicists II.** Four hours.
Prerequisite: Mathematics 551. Consent of instructor.

253-453—**Advanced Mathematics for Engineers and Physicists III.** Four hours.
Prerequisites: Mathematics 552, consent of instructor.

578—**College Geometry II.** Four hours.
Prerequisite: Mathematics 178 or 478.

581—**Modern Algebra II.** Four hours.
Prerequisite: Mathematics 181 or 481.

584—**Foundations of Mathematics II.** Four hours.
Prerequisite: Mathematics 184 or 484.

585—**Differential Equations II.** Four hours.
Prerequisite: Mathematics 185 or 485.

587—**Advanced Calculus II.** Four hours.
Prerequisite:Mathematics 187 or 487.

590—**Theory of Functions of a Complex Variable II.** Four hours.
Prerequisite: Mathematics 190 or 490.

592—**Theory of Functions of a Real Variable II.** Four hours.
Prerequisite: Mathematics 192 or 492.

593—**General Topology II.** Four hours.
Prerequisite: Mathematics 193 or 493.

611—**Rings of Continuous Functions.** Four hours.
Prerequisite: Permission of instructor.

678—**College Geometry III.** Four hours.
Prerequisite: Mathematics 578.

687—**Advanced Calculus III.** Four hours.
Prerequisite: Mathematics 578.

690—**Theory of Functions of a Complex Variable III.** Four hours.
Prerequisite: Mathematics 590.

692—**Theory of Functions of a Real Variable III.** Four hours.
Prerequisite: Mathematics 592.

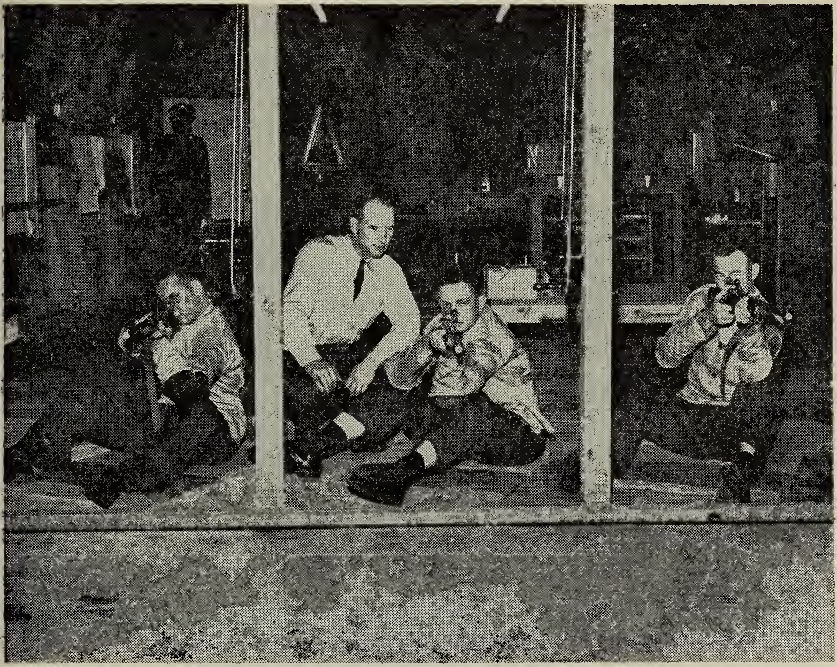
693—**General Topology III.** Four hours.
Prerequisite: Mathematics 593.

DEPARTMENT OF MILITARY SCIENCE AND TACTICS

Lt. Col. John H. Dale, Sr., Chairman

Major Albert F. Wilson, Jr.
MSgt Joe E. McFee
SCF James F. Burdette, Sr.
MSgt. Charles W. Logan

Capt. Robert E. Macklin
MSgt Dwight L. Grubbs
SFC Harold J. Douglas
SFC Nelos T. Breland



Authorization

Mississippi Southern College was authorized by the Department of the Army to activate on April 3, 1950, a volunteer unit of the senior division Reserve Officers' Training Corps. Training offered was to be a general military science course. The unit was organized June 14, 1950, under the authority of the act of Congress, June 3, 1916, and subsequent amendments thereto.

Objectives

The general objective of the course of instruction is to produce junior officers who by their education, training and inherent qualities are suitable for continued development as officers in the United States Army. Training in military leadership will be emphasized. Instruction will be given in subjects common to all branches of the army. It is intended to attain this objective during the time that the students are pursuing the general or professional studies, with the least possible interference with their civil careers, by employing methods designed to fit them physically, mentally, and morally for pursuits of peace as well as pursuits of war. It is believed that such military training will aid greatly in the development of better citizens.

Mission

The major mission is the training of officers to serve with the reserve components of the Army of the United States, i.e., The United States Army Reserve, and the National Guard. In addition, the ROTC provides the principal source of procurement of junior officers for the regular army.

Enrollment Requirements

Freshmen:

All male freshman students who are citizens of the United States, physically qualified as prescribed by the Department of the Army, over 14 years of age and less than 23 years of age, and have had less than 6 months active duty with any of the armed services are required to enroll and complete Military Science, first year ROTC.

Sophomores:

All male sophomore students will enroll in Military Science II provided successful completion of any of the following has been accomplished:

1. MS I, NS I or AS I of any Senior Division ROTC.
2. MST 1 and2 at any Military Schools Division ROTC.
3. MT 1, 2 and 3 of a Junior Division ROTC
4. 6 months active service or active duty for training in the United States Army, Navy, Air Force, or Coast Guard.

Junior:

Any male student who is regularly enrolled as a Junior, physically qualified, attains an acceptable score on the Army RQ test, has acceptable academic grades during his first two years, will not reach the age of 28 prior to scheduled date of completion of ROTC, is accepted by the PMS&T, and meets any one of the following requirements is eligible to apply for entrance into advanced ROTC, and may enroll in MS III.

1. Has successfully completed the basic course at any Senior Division ROTC (Army, Navy or Air Force).
2. Successfuly completed MST 1, 2, 3 and 4 of a Military Schools Division ROTC.
3. Has satisfactorily completed more than 12 months active service or active duty for training in the Army, Navy, Air Force, Marine Corps or Coast Guard.
4. Has satisfactorily completed 6 months or more active service or active duty training and MS 1, or MST 1, 2 and 3 or MT 1, 2, and 3.
5. Successfully completed 2 years at Service Academies (Army, Navy, Air Force or Coast Guard).

Senior:

Any male student who is regularly enrolled as a senior, and will not reach the age of 28 before he is scheduled to complete ROTC and is acceptable by the PMS&T may enroll in MS IV providing he meets any one of the following requirements:

1. Has successfully completed MS III, NS III or AS III at a Senior Division ROTC.

2. Has completed MST 1, 2, 3, 4 and 5 at a Military Schools Division ROTC.
3. Has completed 3 years at one of the Service Academies (Army, Navy, Air Force or Coast Guard).

All students who are accepted in Advanced ROTC (MS III and IV) are required to sign an agreement to complete the course of instruction offered unless released by the Department of the Army.

Training Courses and Allowances

The course of training covers four years and is divided into two periods.

The Basic Course. The basic course consists of a minimum of three hours of instruction weekly during the first two academic years of military science. A complete uniform of the type worn by the U. S. Army officers will be issued to each basic course student without cost.

The Advanced Course. The advanced course consists of five hours of instruction weekly during the third and fourth years of military science, with a six-week summer camp which is normally held at the end of the junior year. No credit will be allowed for advanced ROTC unless the entire advanced course is completed. The advanced course is not open to all students completing the basic course, nor to all veterans. Only those will be selected whose past military and academic records are of such high standing as to warrant the belief that they will become qualified reserve officers of the Army of the United States.

Students taking the advanced course of instruction are paid by the federal government at a rate fixed by the Secretary of Defense. The present rate is approximately $27.00 per month. Normally, there are about 105 days between the end of the spring quarter and the beginning of the fall quarter. ROTC students who have finished the first year of the advanced course will be required to spend 42 days in summer camp. They will be paid a ration value of 90 cents per day for the remaining 63 days of their summer vacation. This amount (approximately $57.00) will be paid when students return to school in the fall. See information covered under "Summer Camp" below concerning pay and allowances for the 42 days while at summer camp.

All clothing, equipment, and textbooks necessary for the pursuance of military science courses are loaned, free of charge, to the student. However, any such article lost or damaged by any means other than fair wear and tear, must be paid for by the student to whom it is issued. Deposit of ten dollars is required of all students enrolled in ROTC. This fee is refunded when the student clears his supply account with the Department of Military Science and Tactics. Students who fail to clear their accounts with the military property custodian before leaving the institution will not only have their academic credits withheld, but will face the possibility of federal prosecution for illegal possession of government property.

Summer Camp

The six-week summer camp is normally attended by students upon completion of the first year of the advanced course of military training. Students are paid five cents per mile for the distance from the institution to the place of camp and return. While at camp each student will receive food, uniforms, medical attention, and pay of the first grade of the U. S. Army (currently $75.00 per month) from the government.

At this camp the students meet young men from many of the best instituitions in the United States, thus broadening their contacts and gaining opportunity to make friendships that may be of great value in later life. In addition to the many physical, moral, and mental benefits from the healthful camp life, there are sufficient recreational features provided to make the stay thoroughly enjoyable.

Commission in the Army of the United States

Students successfully completing the advanced course and the summer camp are tendered commissions as reserve officers in the Army of the United States.

There are certain stipulations whereby a student who completes the first year advanced course may be designated a "Distinguished Military Student". A student so designated who maintains such standards until he graduates will be designated a "Distinguished Military Graduate" and will be eligible for consideration for appointment in the regular army.

Awards

Each year the outstanding ROTC cadet in each class is selected on the basis of leadership, scholarship, and military aptitude. The cadet so honored is awarded a key, and his name is engraved on the appropriate plaque displayed in the Military Science Building. Plaques were donated by the following civic organizations:

Outstanding Senior Award—Rotary Club.

Outstanding Junior Award—Kiwanis Club.

Outstanding Sophomore Award—Elks Club.

Outstanding Freshman Award—Veterans of Foreign Wars.

A certificate of meritorious leadership achievement designed to recognize cadet leadership is awarded annually to the graduating cadet selected by the head of the institution on the basis of leadership development throughout his ROTC career.

CURRICULUM

31, 32, 33—Military Science. Two hours each.
Organization of the Army and ROTC, individual weapons and marks-

manship, American Military History, physical training, school of the soldier and exercise of command. Freshman students will be required to attend one extra drill period weekly for the first quarter.

61, 62, 63—**Military Science.** Two hours each.
Map and aerial photograph reading, crew-served weapons and gunnery, the U. S. Army and national security, physical training, school of the soldier, and exercise of command.

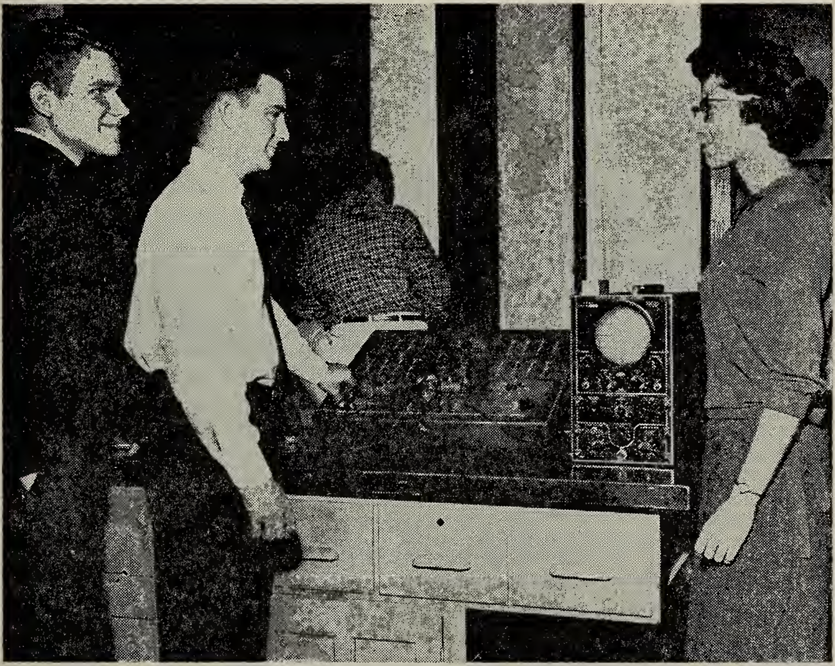
121, 122, 123—**Military Science.** Three hours each.
Small unit tactics and communications, organization, function and mission of the arms and services, military teaching methods. leadership, school of the soldier, and exercise of command.

161, 162, 163—**Military Science.** Three hours each.
Logistics, operations, military administration and personnel management, service orientation, school of the soldier, and exercise of command.

DEPARTMENT OF PHYSICS AND ASTRONOMY

W. F. St. Clair, Acting Chairman

Strahan



A student may major in physics by taking thirty-six quarter hours in the department. The student must take either Physics 90, 91, and 92, or Physics 80, 81, and 82. It is recommended, however, that those planning to major in Physics take Physics 90, 91, and 92. In addition, the student must take twenty-four quarter hours selected from the following courses: Physics, 102, 103, 112, 150, 160, 161, 164, 165, 183, 184, 185, 187, and 188. Only eight quarter hours from this group of courses consisting of 83, 184, and 185 may be applied toward a physic major.

23a—Physical Science. Four hours.
A non-laboratory survey of the physical sciences.

80—General Physics. Four hours.

Three theory periods and one three-hour laboratory period a week.
Prerequisites: Mathematics 32 and 35.
A traditional course in general college physics intended for liberal arts and pre-medical students. Mechanics.

81—General Physics. Four hours.

Three theory periods and one three-hour laboratory period a week.
Prerequisite: Physics 80.
Heat and sound.

82—General Physics. Four hours.
Three theory periods and one three-hour laboratory period a week.
Prerequisite: Physics 81.
Light, electricity and magnetism.

90—Technical Physics. Five hours.

Four theory periods and one three-hour laboratory period a week.
Prerequisites: Mathematics 35 and 175 (Mathematics 175 may be taken concurrently).
Mechanics.

91—Technical Physics. Five hours.

Four theory periods and one three-hour laboratory period a week.
Prerequisite: Physics 90 and Mathematics 176. (Mathematics 176 may be taken concurrently).
Heat, sound and light.

92—Technical Physics. Five hours.

Four theory periods and one three-hour laboratory period a week.
Prerequisite: Physics 91.
Electricity and magnetism.

102—Basic Electronics. Four hours.

Three theory periods and one three-hour laboratory period a week.
Prerequisite: A year of general physics and Mathematics 35.
Electronic instrumentation for science majors.

103—Basic Electronics. Four hours.
Three theory periods and one three-hour laboratory period a week.
Prerequisite: Physics 102.
Further studies in electronic instrumentation.

112—Sound. Four hours.
Four theory periods a week.
Prerequisite: A year of general physics and Mathematics 35. .
An intermediate course in sound.

120b—Atomic and Nuclear Physics. Six hours.
Taught through the Extension Department . Instruction given via television.
Prerequisite: A year of general physics or equivalent.
Selected topics in atomic and nuclear physics: electron ballistics, electron emission, spectra, De Broglis waves, Heisenberg's principle, radioactivity, and cosmic rays. Designed especially for science teachers. Cannot apply toward core curriculum or major in physics.

137—Household Physics. Four hours.
Three theory periods and one two-hour laboratory period a week.
A course in physics for students of home economics.

150—Optics. Four hours.
Four theory periods a week.
Prerequisites: General physics and Mathematics 176.
An intermediate course in light covering both geometrical and physical optics.

160—Electricity and Magnetism. Four hours.
Four theory periods and one three-hour laboratory perior a week.
Prerequisites: General physics and Mathematics 176.
Electric fields and associated phenomena.

161—Electricity and Magnetism. Four hours.
Four theory periods and one three-hour laboratory perior a week.
Prerequisite: Physics 160.
Magnetic fields and associated phenomena, Maxwell's equations.

164—Heat and Thermodynamics. Four hours.
Four theory periods a week.
Prerequisites: General physics and Mathematics 176.
A study of temperature, thermodynamic systems, first law of thermodynamics, heat transfer, ideal gases, second law of thermodynamics, reversibility and irreversibility, and entropy.

165—Heat and Thermodynamics.. Four hours.
Four theory periods a week.
Prerequisite: Physics 164.
A continuation of Physics 164, in which the following topics are considered: properties of pure substance, applications of thermodynamics to special systems, change of phase, physics of low temperature, chemical thermodynamics, ideal gas reactions, and heterogeneous systems.

183—Vector Analysis. Four hours.
For description see Mathematics 183.

184—Mechanics. Four hours.
Four theory periods a week.
Prerequisite: General physics and Mathematics 185.
An intermediate course in mechanics in which the following topics are studied: Rectilinear kinematics, vector quantities, plane kinematics, particle dynamics, centers of mass, properties of matter, wave motion, projectile motion, constrained motion, circular pendulum, cycloidal pendulum, and motion in a resisting medium.

185—Mechanics. Four hours.
Four theory periods a week.
Prerequisite: Physics 184.
A continuation of physics 184 in which the following topics are considered: moments of inertia, plane motion of a rigid body, flexure and torsion. kinematics of plane motion of rigid bodies, flexible chain and cables, the general motion of rigid bodies, and La Grange's equation.

187—Modern Physics. Four hours.
Four theory periods a week.
Prerequisites: Mathematics 185 and general physics.
A study of electron ballistics, emission of electrons, special theory of relativity, atomic spectra, quantum mechanics, and X-rays.

188—Modern Physics. Four hours.
Four theory periods a week.
Prerequisite: Physics 187.
A continuation of Physics 187 in which the following topics are considered: Molecular structure and molecular spectra, natural radioactivity, induced nuclear reactions, nuclear fission and applications of nuclear physics, and cosmic rays.

ASTRONOMY

110—Descriptive Astronomy. Four hours.

A study of star constellations, basic terminology, the solar system and galastic systems. An introduction to the cosmos.

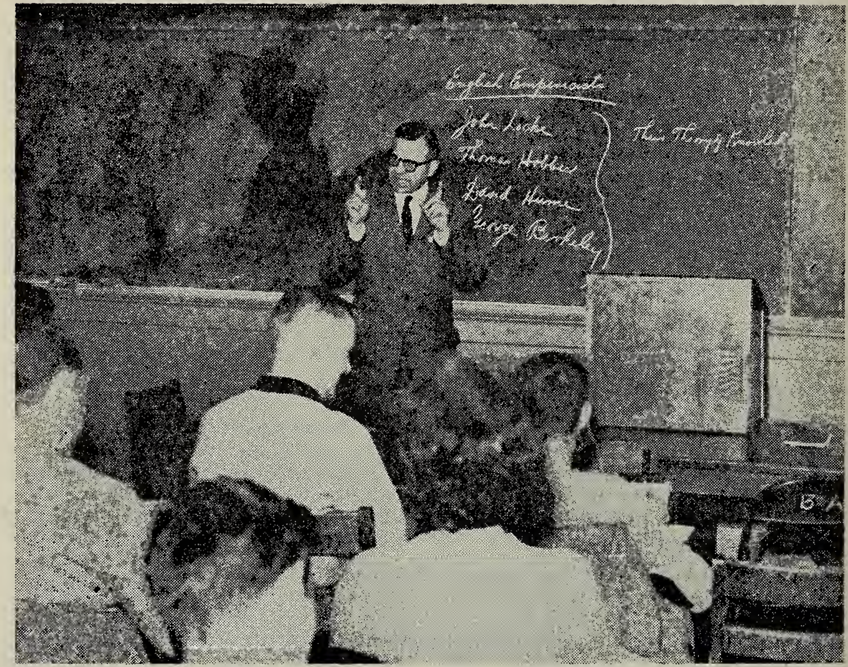
111—General Astronomy. Four hours.

Prerequisite: Mathematics 36 and Astronomy 110.

The calculations of time position of celestial objects. The study of stellar evolution. Introduction to the study of spectra. Discussion of nuclear reactions and the source of stellar energy.

DEPARTMENT OF RELIGION AND PHILOSOPHY

John F. Nau, Chairman



The purpose of this department is to offer cultural materials for the general student. Courses in religion and philosophy may be combined for a major or minor.

RELIGION

20—The Old Testament.. Two hours.

A general survey, covering types of literature, and general content of the books of the Old Testament, with some attention to Hebrew historical movements.

22—The New Testament. Two hours.

A general survey, covering New Testament life and times, nature and content of the New Testament books, the ministry of Jesus, and the launching of the Christian movement.

51—History of Non-Christian Religions. Four hours.
May be elected as history.
A study of the grounds for religious beliefs of men. the emergence of tribal and national religions in antiquity, and a survey of the principal non-Christian faiths of ancient and modern times.

121—The Minor Prophets of Israel. Two hours.
A study of the lives and teachings of the Old Testament prophets; the social, political, economic, and religious backgrounds to their work; and the relevance of their messages to modern times.

123—The Minor Prophets of Israel. Two hours.
A course similar to 121, but dealing primarily with Isaiah, Jeremiah, Ezekiel, and Daniel.

126—The Gospels. Four hours.
A study of the biography of Jesus and literary problems of the synoptic Gospels approached through intensive work on Mark; with materials integrated from the Gospel of John.

130—History of Christian Culture. Four hours.
May be elected as history.
A study of the cultural development of Western Europe during the Christian era, with emphasis on religious thought, and on religious aspects of institutions, literature, and art.

132—Religion in the Rise of American Culture. Four hours.
A study of the origin and development of the major religious groups and of the shifts in religious thought in the United States from colonial times to the present.

146—The Types of Literature in the Bible. Four hours.
May be elected as English 146.
An analysis of the types of literature in the Old and New Testaments and a comparison of these with similar writings of other Jewish writers of the same periods and with related types of writing among other peoples.

PHILOSOPHY

100—Introduction to Philosophy. Four hours.
A course intended to acquaint the student with the general nature of philosophical study. Covers values, methods, themes, the nature of reality, epistemology, ethics, and aesthetics.

101—Representative Philosophers I. Four hours.
An introduction to the great thinkers of the world, beginning with Plato. Based on selections from their writings.

102—Representative Philosophers II. Four hours.
A continuation of Philosophy 101.

104—History of Ancient and Medieval Philosophy. Four hours.
A study of the main philosophic movements, and of the findings of Greek pioneers, the patristic writers, and the scholastics.

106—History of Modern Philosophy. Four hours.
A study of the main problems and movements in philosophy from the Renaissance to the present. Attention to the impact of philosophy on the great revolutionary movements in religion, politics, and education.

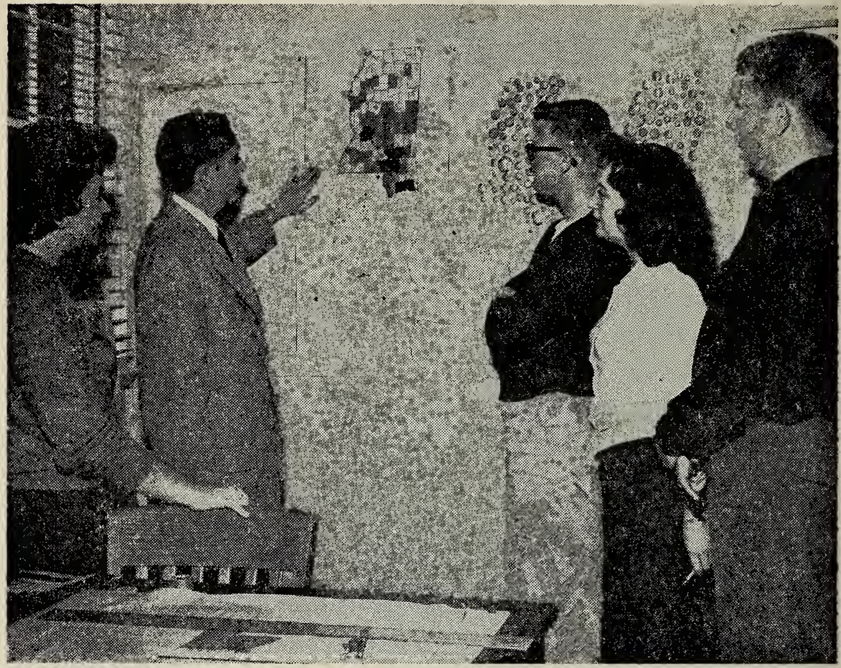
130—Logic. Four hours.
A study of the methods and problems of accurate and critical thinking. Induction, deduction, the syllogism, fallacies, the scientific method, and symbolic logic. Emphasis on practical applications.

177—Ethics. Four hours.
A study of the evolution of moral ideas from primitive to modern times, and a critical analysis of ethical theories and of social institutions such as the state, property, and the family.

DEPARTMENT OF SOCIOLOGY

John N. Burrus, Chairman

Allen	**Burrus**



General Statement

The Department of Sociology offers a major and minor in sociology and a preprofessional program for social work training. In addition, provision is made for the student who is not a major or minor but who wishes to select one or several courses in sociology according to his interests or needs.

The student may pursue either the B.S. or the B.A. degree. He should take care to include appropriate core curriculum subjects for the degree selected. Core curricula may be found on pages 66 and 69 of this catalogue. Sociology majors who wish to meet requirements for a teacher's license should take note of these requirements.

A minimum of 36 quarter hours is required for a major in sociology. Twenty-eight hours are required for a sociology minor.

The student planning to major in sociology should work out a specific program in consultation with the chairman of the department. In addition to the major, he will need to complete a minor of 28 hours (preferably in a related field). The core requirements should be completed as early in the academic program as possible. These requirements should be completed before the start of the junior year, at which time the student officially chooses a major. Courses not needed to fulfill major, minor, or core requirements are free electives and may be taken in any department of the college.

Majors should usually select their minor field from among the following: geography, history, government, psychology, economics, and religion and philosophy. Students planning to train for careers in research sociology should be well prepared in fundamental mathematics.

Ordinarily, all students are expected to take Sociology 63 as their first course. Students taking only one course or beginning a program may take 107 without prerequisites, if upperclassmen. General sociology majors should plan their programs to include the following courses: 63, 107, 112, and/or 116, 118, 130, 170, 181, and 182. With the approval of the sociology adviser, one or more of the following courses may be substituted for those listed above. They are 100, 105, 128, 129, 147, 175, and 176. This arrangement allows the major to provide for special interests within the field of sociology and to prepare for certain preprofessional programs.

Sociology Major for Preprofessional Training in Social Work

Many undergraduate majors in sociology are planning to enter some phase of social work. There are numerous opportunities for trained workers in the fields of child welfare, family, medical, and psychiatric social work, in parole and probation positions, and in other areas. A student planning to enter professional social work should obtain a well-balanced undergraduate education with courses selected from all major academic areas. He should plan to obtain his professional training in a graduate school of social work. The student planning to do professional social work usually takes a major in sociology with a minor in another social science. In addition to the minor, the student should take courses in other social sciences.

A program should be worked out with the sociology adviser. The following courses are recommended but not mandatory: Sociology 63, 100, 105, 107, 112, and/or 116, 128, and/or 129; Psychology 116, 129, 137; Education 169 or Mathematics 120; Government 25, 45, and 130; and History 27 and 28, or 61 and 62. This applies to the preprofessional program only. Regular majors should consult with the department Chairman for a recommended course of study.

Courses of Instruction

63—Introduction to Sociology. Four hours.
A course designed to give the student a general overview of the content, and methodology of sociology. Attention is focused on how man builds his culture; the components of personality; how customs and behavior patterns are developed; and the function and importance of social institutions.

100—Introduction to Social Work. Four hours.
An introduction to the purpose, methods, and philosophy of contemporary social work. Divisions of the field (case work, group work, and community organizations), the relation of social work to the social sciences and allied professions, and the professional status of social work. Especially for persons planning to enter social work as a vocation.

105—Methods of Social Work. Four hours.
Prerequisites: Sociology 63 and 100.
A study of the principles of social case work, including consideration of methods employed by public and private agencies. Lectures, laboratory projects, and field trips.

107—Rural Sociology. Four hours.
A study of the characteristics of rural people; of the structure, institutions, and social processes of rural society; and of the effect of urbanization on rural society. Emphasis on Mississippi data. Especially recommended for persons entering professions or business in either rural or urban areas of Mississippi or neighboring states.

109—Cultural Anthropology. Four hours.
Prerequisite: Sociology 63.
A study of human behavior in preliterate societies to discover what

features of human society are constant, and which are variable. Attention to how cultural traits are invented and diffused; and to the relation of cultural change to modern civilization. Emphasis on the American Indian.

112—**Social Problems.** Four hours.

Prerequisites: Sociology 63, or consent of the instructor.

A study of representative contemporary problems, with emphasis on causes which arise from cultural patterns and social change.

116 or 416—**Rural Social Problems.** Four hours.

Prerequisites: Sociology 107 or Sociology 63 and advanced standing.

An advanced course in rural sociology. Certain areas of rural life and social change are selected for detailed study. The effects of urbanization, mechanization, and migration are examined. Recommended as complementary to Sociology 118.

118—**Urban Sociology.** Four hours.

Prerequisite: Sociology 63 or consent of the instructor.

An analysis of the nature of urban society and the factors shaping it, including the influences of urban ecology, and ecological processes. Consideration is given to the impact of urbanization and industrialization on social institutions, levels of living, and demography.

128—**Criminology.** Four hours.

Prerequisite: Sociology 63 or consent of the instructor.

A study of causes, treatment, and prevention of crime. Part of the presentation deals with criminology, penology, and criminal legislation in ancient and modern times.

129 or 429—**Juvenile Delinquency.** Four hours.

Prerequisites: Sociology 63 and advanced standing.

A study of causes and the nature of juvenile delinquency, the development of the juvenile court and probation and other rehabilitative programs. Recommended for students, teachers, social workers, and others with a serious interest in the study of delinquency.

130 or 430—**Population.** Four hours.

Prerequisite: Sociology 63.

A first course in population analysis. Examines differentials and trends in birth rates, migration, sex ratios, and mortality rates. Instruction is given in how to compute and interpret elementary vital data. Some special attention is given to Mississippi population trends. Recommended for all majors and minors. Advanced standing required.

147—**The Family.** Four hours.

Prerequisite: Sociology 63 or consent of the instructor.

Not a duplicate of Marriage and the Family.

An analysis of the structure and function of the family as an institution. Some emphasis on contemporary trends, and factors shaping the contemporary family.

151—**Marriage and the Family.** Four hours.

Same as Home Economics 151. (May not be used to meet core requirements in social studies.)

170 or 470—**Advanced General Sociology.** Four hours.

An advanced course in general sociology giving expanded treatment to the basic sociological concepts and subject-matter areas. Designed for departmental majors of advanced stauding, but open to graduate students without prerequisites. Not to be used as a prerequisite for other advanced courses without approval of the department chairman. Not open to freshmen and sophomores.

175 or 475—**Social Institutions.** Four hours.
Prerequisites: Sociology 63 and advanced standing.
A detailed study of major American social institutions; their function, interrelationships, and significant trends. Emphasis on theory of social structure.

176—**Educational Sociology.** Four hours.
Prerequisites: Sociology 63 or eight hours in Education, or consent of the instructor.
A comprehensive study of the educational institution; an analysis of the school as a social institution; and the relationship of the educational institution to the community and general society.

181 or 481—**History of Social Thought.** Four hours.
Prerequisite: Sociology 63 and consent of the instructor.
An introduction to social theory, with a historical approach. The development of western ideas and values are traced. Includes applications to modern society and times. Recommended for all majors. Not open to freshmen or sophomores.

182 or 482—**Methods of Social Research.** Four hours.
Open only to sociology majors and minors.
A survey of elementary research techniques, illustrated by demonstrations and projects.

507—**Seminar in American Community Life.** Four hours.

DEPARTMENT OF SPEECH

Gilbert F. Hartwig, Chairman

M. Brown, George, Maclin, McCroskey, Peters, Simonson, Treser

General Statements

The Speech Department has five areas of study: public address, theatre, speech correction and hearing, radio and television, and speech education.

Students majoring or minoring in speech should not register for Speech 31. However, certain majors or minors may be required to take Speech 31, at the discretion of the department.

Recommended for Majors and Minors: 12 hours. From Speech 40, 50, 53, 60, 70. This must include either 40 or 50 and either 60 or 70. Speech 131 can be substituted for one of these at the discretion of the department.

Requirement for Majors: 42-46 hours to include the basic courses.

Requirement for Minors: 28 hours to include the basic courses. 16 hours must be in courses over 100, 12 of these hours must be in one area of concentration.

Note: Majors and minors should report to Speech Office early to avoid problems in programming.

Any changes in the following curricula can only be made upon the written consent of the chairman of the department.

Students interested in working out special combinations such as theatre and broadcasting should consult with the chairman of the department.

Curriculum for a Major in

PUBLIC ADDRESS

BACHELOR OF ARTS or SCIENCE DEGREE

Core requirements as listed for appropriate degree under Academic Organization:

	Hours
Basic Speech requirements to include 60 and 70	12
Speech 115, 162, 167	12
Speech electives in Public Address	18
Recommended electives, Philosophy 130 and Psychology 139	8

Speech 111, 114 (Speech activities) required participation for both majors or minors, but only 6 hours can be counted towards the major. The remainder may be used under general electives to meet the 192 hours required for graduation.

32—**Parliamentary Procedure.** Two hours.

60—**Introduction to Public Speaking.** Four hours.

Prerequisite: Speech 31.
Research for materials, organization, style, and delivery of the several types of speech. Particular attention to the relationship of evidence to speech.

70—**Beginning Debate.** Four hours.

The principles of argumentation and refutation, with methods of preparing the debate case and the debate speech. A discussion of common practices in inter-collegiate competition.

115 or 415—**Persuasion.** Four hours.

Humor, fear, the compliment, personality, reasoning, and evidence in their relationship to opinion change. Study of recent research in persuasion in advertising, social psychology, public opinion, and rhetoric.

119 or 419—**Advanced Persuasion.** Four hours.

Prerequisite: Speech 115.
Detailed analysis of selected topics in the field of persuasion. Current persuasive efforts will be examined.

162 or 462—**History of Criticism of American Public Address.** Four hours.
A study of the speakers (ministers, lawyers, statesmen), the move-

ments, and the speeches, that have been significant in American address from colonial times to the present. Speeches required on the men and women studied.

167 or 467—**Discussion and Group Leadership.** Four hours.

The principles of effective conference and committee participation in problem solving.

168 or 468—**Advanced Debate.** Two hours.

Prerequisite: Speech 70.
The processes of argument. Analysis of different styles of debate.

176 or 476—**Debate Coaching.** Two hours.

Prerequisite: Speech 70, 168.
Organizing forensic tournaments. Problems in debate coaching.

177 or 477—**Classical Rhetoric.** Two hours.

Prerequisite: Consent of instructor.
A study of the contributions of Plato, Aristotle, Cicero, Quintillian, and other great classical rhetoricians.

178 or 478—**British Rhetoric.** Two hours.

Prerequisite: Consent of instructor.
A study of British Parliamentary traditions; the speeches of the Mass Movements; the speeches of Burke, Disraeli, Wesley, and others.

188 or 488—**Audience Analysis.** Four hours.

Prerequisite: Consent of instructor.
Characteristics of audiences, measurement of attitudes, and an analysis of the major rating services.

189 or 489—**Mass Communication and Public Opinion.** Four hours.

Prerequisite:Consent of instructor, Speech 115 recommended.
Formation of public opinion and its relation to broadcasting.

190 or 490—**International Communication.** Two hours.

Prerequisite: Consent of instructor.
Survey of foreign broadcasting and special problems involved in communicating with people in other countries.

Curriculum for a Major in

SPEECH CORRECTION AND HEARING

BACHELOR OF ARTS DEGREE

The curriculum is designed for students who anticipate continuing their education beyond the bachelor's level and who do not desire certification to teach at the elementary or secondary level. However, the students may qualify for certification by making appropriate modifications in this curriculum.

Core requirements as listed for appropriate degree under Academic Organization:

	Hours
Speech 40, 60	8
Speech 130, 132, 133, 155	16
From Speech, 192, 193, 194, 195, 196, 197, 199	18
Education 151N	4

BACHELOR OF SCIENCE DEGREE

This curriculum is designed for students who wish to become certified as teachers of exceptional children, grades 1 through 12.

Core requirements as listed for appropriate degree under Academic Organization:

	Hours
Speech 130, 132, 133, 155	16
From Speech 192, 193, 194, 195, 196, 197, 199	18
Education 108, 113, 150, 151N, 185, 186, 196	30
Psychology 116, 119, 132, 137	16

130 or 430—**Voice Science.** Four hours.

Prerequisite: Speech 131.

Survey of the physiology and pathology of the speech and hearing mechanism.

131 or 431—**Introduction to Speech Correction.** Four hours.

Prerequisite: Preferably, Speech 152.

An introduction to the types of speech disorders.

132 or 432—**Principles of Speech Correction.** Four hours.

Prerequisite: Speech 131.

Advanced therapy for speech disorders. Observation, and assistance with therapy, in the speech and hearing clinic.

133 or 433—**Introduction to Audiology.** Five hours.

Prerequisite: Speech 131.

An introduction to hearing problems and the testing of hearing.

134 or 434—**Auditory Training.** Two hours.

Clinical methods used in rehabilitating the acoustically handicapped.

192 or 492—**Stuttering and Related Problems.** Four hours.

Prerequisites: Speech 131, 132, 152.

Theories and programs of therapy evaluated with respect to the problem of stuttering by children and adults.

193 or 493—**Cerebral Palsy Speech.** Four hours.

Prerequisites: Speech 131, 132, 152.

Cerebral Palsy from the standpoint of causative factors, speech problems, and current therapy practices.

194 or 494—**Cleft Palate Speech.** Four hours.

Prerequisites: Speech 131, 132, 152.

Includes the study and application of theories and therapies for cleft palate persons.

195 or 495—**Delayed Speech Aphasia.** Four hours.

Prerequisites: Speech 131, 132, 152.

Problems of delayed speech and aphasia studied with particular emphasis on therapy techniques.

196 or 496—**Voice and Articulation.** Four hours.

Prerequisites: Speech 131, 132, 152.

A study of disorders of voice (hoarseness, nasality, pitch, and laryngetomized) and articulation (substitution, omission, addition, and distortion).

197 or 497—**Clinical Audiology.** Four hours.

Prerequisites: Speech 131, 133.

Advanced audiometric techniques and clinical audiology procedures.

Curriculum for a Major in

THEATRE

BACHELOR OF ARTS or SCIENCE DEGREE

General Theatre

Core requirements as listed for appropriate degree under Academic Organization:

	Hours
Basic Speech requirements to include 50 and 60	12
Speech 104, 106a, b, c, 121, 122a, b, 126, 151	24
From Speech 125, 153, 154, 172, 174a, b	8
English 123 or 125, 179, 183	12
(This fulfills the English minor requirement)	
Art 21 or 23	4
Music 85 or 97	4

Acting and Directing

Core requirements as above	
Basic Speech requirements as above	12
Speech 104, 106a, b, c, 121, 122a, b, 151, 152, 153	28
From Speech 126, 171a, b, 174a, b, 175	6
English 123, 125, 183	12
(Same as above)	
Music 95 or 97	4

Design and Technical

Core requirements as above

Basic Speech requirements as above	12
Speech 106a, b, c, 122a, b, c, d, 120, 121, 125, 126, 171a, b	30
From Speech 104, 151, 174a, b	4
Art (in consultation with and the recommendation of the chairman of the Art Department. This constitutes a minor)	28

For any of the above concentrations in theatre:

Speech 112 (Theatre Activity) required participation for both majors and minors. Up to 6 hours may be used under general electives to meet the 192 hours required for graduation.

Speech 187 may be taken under general electives to meet the 192 hours required for graduation, but only 8 hours will be accepted toward fulfilling major requirements.

50—**Introduction to Theatre.** Four hours.
Prerequisite: None.
A survey of all aspects of Theatre. Practical application of one area of Theatre in a major college production. Recommended for high school play directors, and those desiring an overall acquaintance with the various phases of theatrical production.

104 or 404—**Acting.** Four hours.
Prerequisite: Speech 50, or consent of instructor.
Fundamentals of movement, pantomime, voice and characterization for the stage.

106a or 406a—**History of the Ancient Theatre.** Two hours.
Prerequisite: Speech 50, or consent of instructor.
Important playwrights, structures and influences from primitive times up through the Italian Renaissance.

106b or 406b—**History of the Medieval Theatre.** Two hours.
Prerequisite: Speech 50, or consent of instructor.
Playwrights, structures and influences from the Italian Renaissance up through 1850.

106c or 406c—**History of the Modern European Theatre.** Two hours.
Prerequisite: Speech 50, or consent of instructor.
Playwrights, structures and influences since 1850 in countries other than the United States.

112a through 112L—**The Theatre.** One-half hour.
Prerequisite: None.
Participation in the major and graduate productions of the Department. May be repeated to a limit of six hours total credit.

120 or 420—**Scene Design.** Four hours.
Prerequisite: Speech 122a, or consent of instructor.
Elements of stage design. Play analysis in terms of visualization and style, and the mechanics of developing an effective stage setting.

121 or 421—**Stage Lighting.** Four hours.
Prerequisite: Consent of instructor.
Theory and application of general and special lighting, color, instrumentation and control.

122a, 122b, 122c—**Stagecraft.** Two hours each.
, Prerequisite: None.
Laboratory work. Construction and painting of stage scenery and properties. Techniques of working with the stage technician's materials.

125—**Stage Make-Up.** Two hours.
Prerequisite: Consent of instructor.
Techniques of using stage make-up to develop character projection; familiarization with the materials available, and practical application of the standard techniques.

126 or 426—**Advanced Theatre Production.** Two hours.
Prerequisite: Speech 50.
The handling of special effects on the modern stage, and a study of special problems in period plays for contemporary production.

150—**Theatre Management.** Two hours.
Prerequisite: Speech 50, or consent of instructor.
Theatrical organization in terms of people and duties, box office organization and management; publicity and promotion; setting up budgets for various productions and types of theatres.

151 or 451—**Directing.** Four hours.
Prerequisite: Speech 104.
Principles of stage directing. Application of principles by students in directing a one act play.

153 or 453—**Advanced Acting.** Two hours.
Prerequisite: Speech 104.
Theories of acting, methods employed, and application of advanced techniques to the actor's problem of character projection.

154 or 454—**Playwrighting.** Four hours.
Prerequisite: Consent of instructor, or Speech 172.
Analysis of play structure and guidance in the writing of a play.

171a, b or 471a, b—**History and Design of Costume.** Two hours each.
Examination and analysis of costume throughout the years. Designing suggestively authentic modifications for contemporary production of period dramas.

172 or 472—**Dramaturgy.** Four hours.
Prerequisite: Consent of instructor.
Examination and evaluation of theories of dramatic construction since Aristotle.

174a or 474a—**History of the Early American Theatre.** Two hours.
Prerequisite: Speech 50, or consent of instructor.
A survey of developments in the American Theatre from pre-colonial times up to 1860.

174b or 474b—**History of the Modern American Theatre.** Two hours.
Prerequisite: Speech 50, or consent of instructor.
A survey of developments in the American Theatre from 1860 up to the present.

175 or 475—**Study of Dialects.** Two hours.
See General Speech information for description and prerequisites.

187 or 487—**Summer Stock.** Summer quarter only.
Prerequisite: Consent of Staff.
An eleven week program covering all phases of theatre production in an operating summer stock theatre at Pascagoula, Mississippi, on the Mississippi Gulf Coast.

202 or 402—**Radio Drama.** Two hours.
Prerequisite: Speech 50, 53.
Acting and directing in radio broadcasting.

203 or 403—**TV Drama.** Four hours.
Prerequisite: Speech 50, 53, 121.
Acting, directing and technical aspects of TV broadcasting.

205 or 405—**Radio and TV Playwrighting.** Four hours.
Prerequisite: Consent of instructor, Speech 202, 203 or 154 recommeded.

Curriculum for a Major in

RADIO AND TELEVISION

BACHELOR OF ARTS or SCIENCE DEGREE

	Hours
Basic Speech requirements 40, 53, 60	12
Speech 55, 56, 140, 141	10
From the following Speech sequences	12
Four hours from three of the following:	
Speech 142, 152, 165	
Speech 179, 200, 201	
Speech 188, 189, 190	
Speech 202, 203, 205	
Speech electives, required from one of the above sequences	6
Speech 100, 101, 102, 103 (Radio and TV activity)	2 to 6

Required participation for both majors and minors, but only six hours can be counted towards the major. The remainder may be used under general electives to meet the 192 hours for graduation.

53—**Introduction to Radio and Television.** Four hours.
A survey of radio and television, with students participating in programs and station operation.

55—**Survey of Program Types.** Two hours.
A survey of the different types of programs and program material used in local and network broadcasting.

56—Mechanical Basis of Broadcasting. Two hours.

A preliminary consideration of the physical nature of electromagnetic signal transmission and the types of equipment used in the modern broadcasting studio.

100-101-102-103—Radio Laboratory. Two hours each.

Operation of the campus radio station, WMSU. Practical experience in announcing, planning and production of programs, advertising, writing, public relations, and station management.

140—Radio and Television Production Techniques. Four hours.

Production techniques in audio equipment, television cameras, lenses, switching equipment, technical limitations, graphic materials, projection equipment, studio effects, electronics effects, television scenery, make-up, and lighting.

141—Radio and Television Announcing. Two hours.

Prerequisite: Speech 40, 53.

Voice training, with emphasis upon diction. style, flexibility in adapting to various types of materials and situations, projection of personality, communication, and duties of an announcer.

142—Radio and TV Writing. Four hours.

Prerequisite: Speech 53.

Form and style in writing continuity, news and commercial copy.

145—Radio and Television Advertising and Sales. Four hours.

Prerequisite: 8 hours of speech.

The factors involved in planning and selling effective radio and television advertising. The analysis of the retailer's business, market data, consumer analysis, audience analysis, product analysis, advertising objectives, and the selection, development, and scheduling of programs.

165—Radio and TV News. Four hours.

Prerequisite: Speech 53.

Various types of news material, its procurement and presentation.

179-479—History of Broadcasting. Two hours.

188-488—Audience Analysis. Four hours.

Prerequisite: Consent of instructor.

Characteristics of audiences, measurement of attitudes, an analysis of the major rating services.

189-489—Mass Communication and Public Opinion. Four hours.

Prerequisite: Consent of instructor, Speech 115 recommended.

Formation of public opinion and its relation to broadcasting.

190-490—International Communication. Two hours.

Prerequisite: Consent of instructor.

Survey of foreign broadcasting and special problems involved in communicating with people in other countries.

200-400—Radio and TV Law. Four hours.

Prerequisite: Consent of instructor.

201-401—Radio Station Management. Four hours.

Prerequisite: 12 hours of Radio and TV courses above 53.

202-402—Radio Drama. Two hours.

Prerequisite: Speech 50, 53.

Acting and directing in radio broadcasting.

203-403—TV Drama. Four hours.

Prerequisite: Speech 50, 53, 121.

Acting, directing and technical aspects of TV broadcasting.

205-405—Radio and TV Playwrighting. Four hours.

Prerequisite: Consent of instructor, Speech 202 or 203 or 154 recommended.

Curriculum for a Major in

GENERAL SPEECH

BACHELOR OF ARTS or SCIENCE DEGREE

Core requirements as listed for appropriate degree under Academic Organization:

	Hours
Basic Speech requirements 40, 50, 53, 60, 70	20
Speech 104, 131, 167, 179	14
From Speech 106a, b, c, 174a, b, 172	4
From Speech 162, 177, 178	4
Speech 111, 112, 100-103 (Activities)	4

Curriculum for a Major in

SPEECH EDUCATION

BACHELOR OF ARTS or SCIENCE DEGREE

Core requirements as listed for appropriate degree under Academic Organization:

Basic Speech requirements 40, 50, 60, 70	16
Speech 104, 131, 151, 167, 168, 176, 198	22
Speech 32, 111, 112	8
Education 20, 113, 151N, 162, 169, 185-186	28
Psychology 119, 132	8

(The education and psychology requirements constitute a minor in education)

Recommended second minor: English (above 100)	12

Speech Laboratory. No credit.

A program of study for college students who have a voice deficiency which is not severe enough to warant participation in the clinic.

1-2-3-4—Re-education in the Speech and Hearing Clinic. Zero to four hours each.

A course for students who have disorders so serious as to require treatment in the clinic.

31—Oral Communication. Four hours.

Fundamentals of speaking and listening. Research for proper speech materials, organization of materials, language for expressing materials, and the means of delivering ideas.

40—Fundamentals of Oral Interpretation. Four hours.

Prerequisite: Speech 31; or major or minor.

Voice analysis of each student for enunciation problems, with remedial exercises recommended. Presentation of a series of short and moderate-length selections for criticism by class instructor. Particularly recommended for English majors and teachers.

116—Advanced Oral Interpretation. Four hours.
Prerequisite: Speech 40.
Plays, novels, and longer poems arranged for public presentation.

152 or 452—**Phonetics.** Four hours.
Prerequisite: Speech 31, 40, 50, 53, 60, 70.
The International Phonetic Alphabet and the several guides to pronunciation of the major English dictionaries.

155 or 455—**Introduction to Semantics of Speech.** Four hours.
Prerequisite: Consent of instructor.
A critical and analytical study of the significance of language in terms of the use of words as signs and symbols. Consideration will be given to the meaning of words and how these meanings change from context to context.

161 or 461—**Advanced Phonetics.** Four hours.

175 or 475—**Study of Dialects.** Two hours.
Prerequisite: Speech 152, and/or consent of instructor.
A non-phonetic approach to the characteristics of major dialects of English encountered in Oral Reading and in Dramatic Literature, with especial attention to standard Southern British speech, Cockney, Irish Brogue, Scottish, Negro, Yiddish, Mountaineer, New Yorkese, and Italian.

198 or 498—**History of Speech Education.** Two hours.

199 or 499—**Problems in Speech.** One to four hours.
Prerequisite: Consent of instructor.
Special research study.

GRADUATE OFFERINGS

The following courses are available for graduate students only.

Speech 500—**Reading in the Field.** Two hours.

Speech 501—**Seminar in Oral Interpretation.** Two hours.

Speech 502—**Seminar in Audience Analysis.** Two hours.

Speech 503—**Seminar in Radio and TV Programming.** Two hours.

Speech 504—**Seminar in Radio and TV Drama.** Two hours.

Speech 505—**Seminar in Radio Station Policy.** Two hours.

Speech 510—**Seminar in Criticism of Contemporary Public Address.** Two hours.

Speech 514b—**Thesis.** Four to six hours.

Speech 519—**Seminar in Persuasion.** Two hours.

Speech 526—**Seminar in Theatre Production.** Two hours.

Speech 544—**Advanced Problems in Speech Correction and Hearing.** Four hours.

Speech 590—**Psychology of Speech.** Four hours.

Speech 600—**Materials and Methods of Research.** Two rours.

Speech 610—**Experimental Methodology.** Four hours.

SCHOOL OF COMMERCE AND BUSINESS ADMINISTRATION

J. A. Greene, Jr., Dean

PURPOSE

The aim of the School of Commerce and Business Administration is to train the young men and women of today to enter the business world and the teaching profession better prepared for success than those who preceded them. This training includes courses in general education, general business, economics, management, and specialized areas of commerce.

ORGANIZATION

The School of Commerce and Business Administration is organized into five departments: Accounting, Business Administration, Business Education, Economics, and Marketing. Majors are offered in the following areas: accounting, business administration, business education, economics, foreign trade, office management, marketing, and secretarial studies. In addition, a student may choose a field of specialization in accounting, business administration or marketing. For the student who cannot attend four years, a two-year curriculum in secretarial training is offered.

PLAN FOR FRESHMAN AND SOPHOMORE YEARS

Students intending to enter the School of Commerce and Business Administration must enroll in the School of Arts and Sciences for the freshman and sophomore years. Transfer students who expect to enter the School of Commerce and Business Administration should conform to the following suggested curriculum as far as possible and take only standard courses in arts and science subjects when substitutions are necessary. The suggested curriculum is for all students of the School other than those qualifying to teach in the Department of Business Education and those securing the Bachelor of Arts degree in Economics or foreign trade in the Department of Economics. Their curricula are outlined under their respective departments. Also, those desiring the two-year curriculum in secretarial training will find it outlined under the Department of Business Education.

All students must apply for admission and take care of such things as housing and fees through the regular offices of the college and not through the office of the School of Commerce and Business Administration.

Curriculum for Freshmen and Sophomores

Freshman Year

	Hours
English 25, 26, 27—Freshman Composition	12
History 27, 28—World Civilization	8
Speech 31—Oral Communication	4
Mathematics 21 or 31—Basic Mathematics or Algebra	4
Science (Twelve hours in one laboratory science)	12
Business Administration 40—Introduction to Business	4
Business Education 35 or 36—Beginning or Intermediate Typewriting	4
Physical Education Activity Courses or Military Science	3 or 6
	51 or 54

Sophomore Year

English 73, 74—Introduction to Literature	8
Health 79—Personal Hygiene	4
Psychology 65—Elementary Psychology	4
Social Studies—Government, Sociology or Geography	4
Mathematics 120—Elementary Statistics	4
Economics 55, 56—Principles of Economics	8
Accounting 71, 72, 73—Principles of Accounting	12
Health or Physical Education Elective	4
Physical Education Activity Courses or Military Science	3 or 6
	51 or 54

PLAN FOR JUNIOR AND SENIOR YEARS

Commerce Core

Students working toward the Bachelor of Science degree and majoring in accounting, business administration, economics, marketing, office management or secretarial studies are required to take the following core in commerce in addition to their major requirements. This core constitutes a minor in business administration and meets the college requirement in that respect. Business Administration majors may minor as specified in the departmental curricula.

Course	Title of Course	Hours
Business Education 103	Business Correspondence	4
Marketing 130	Principles of Marketing	4
*Economics 133	Money and Banking	4
Business Administration 166, 167	Business Law	8
*Business Administration 142 or 183	Principles of Management, or Industrial Management	4
Business Administration 189	Corporation Finance	4
TOTAL		28

*A secretarial studies major may substitute Economics 108 for Economics 133 and Business Education 160 for Business Administration 142 or 183.

Major Requirements

The majors are outlined under the departments in which they are located. With the consent of his adviser, a student occasionally may make a substitution for one of his required courses.

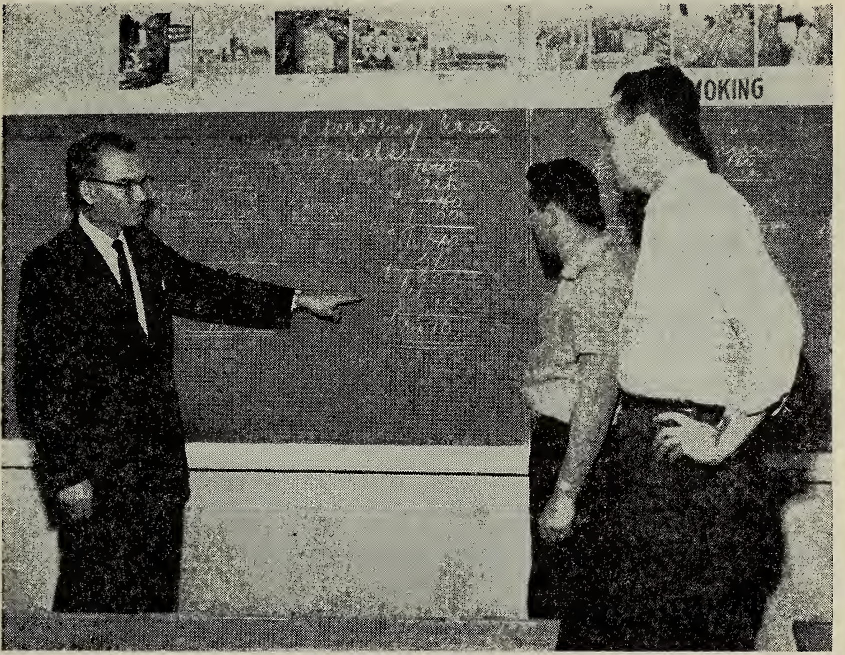
Electives

Electives are courses a student chooses. They may be selected from any department in the college.

DEPARTMENT OF ACCOUNTING

P. B. Yeargan, Chairman

Anderson, H. O. Jackson, Puyper, Maxey



A professor explains a problem in Cost Accounting.

The phenomenal growth of business establishments during the twentieth century has brought accounting to the forefront, and many people are finding a challenging occupation in the profession of accounting. Accounting as a profession is one of the younger ones but is growing more rapidly each year. The Department of Accounting attempts to meet this increased demand for accountants by offering courses which will prepare students to enter careers in industrial, public, or governmental accounting.

Those students who plan to major in accounting should take Accounting 71, 72, and 73 in their freshman year and postpone part of their college core. They should continue by taking Accounting 100, 101, and 150 in their sophomore year.

The following courses are recommended for students planning to minor in accounting: Accounting 72, 73, 100, 101, and three advanced accounting courses.

ACCOUNTING

Requirements:		Hours
Freshman and sophomore curriculum		102 or 108
Commerce core		28
Accounting courses as listed below		36
Accounting 100—Intermediate Accounting I	4	
Accounting 101—Intermediate Accounting II	4	
Accounting 122—Federal Income Tax	4	

Accounting 123—Cost Accounting	4
Accounting 124—Auditing	4
Accounting 150—Advanced Accounting	4
Accounting 151—Consolidated Statements	4
Accounting Electives*	8
Electives	20 or 26

*The student who wishes to enter the industrial accounting field should elect Accounting 123a and Accounting 173 or 174. For public accounting the student should elect Accounting 122a and Accounting 124a.

ACCOUNTING

71—**Principles of Accounting I.** Four hours.
An introduction to bookkeeping techniques and principles of accounting.

72—**Principles of Accounting II.** Four hours.
A continuation of the introduction to Principles of Accounting started in Accounting 71.

73—**Principles of Accounting III.** Four hours.
This course completes the introduction to accounting principles.

100-400—**Intermediate Accounting I.** Four hours.
Prerequisite: Accounting 73.
A study of fundamental processes, accounting statements, the accounting process, and classification of assets and liabilities.

101-401—**Intermediate Accounting II. (Formerly 121).** Four hours.
Prerequisite: Accounting 100.
A coverage of corporate capital and surplus, and analytical processes, including statements from incomplete data, errors and their correction, and statement of application of funds.

122-422—**Federal Income Tax Accounting.** Four hours.
Prerequisite: Accounting 101.
An introductory course covering classification of taxpayers, rates, taxable income, exclusions, deductions, expenses, losses, individuals' returns, payment of taxes, employment taxes, depreciation, amortization, depletion, tax accounting, long-term income, and inventories.

122a-422a—**Federal Income Tax Accounting II.** Four hours.
Prerequisite: Accounting 122.
A continuation of Accounting 122 with emphasis on installment sales, unpaid items, basis for gain or loss, capital gains and losses, net operating loss, partnerships, decedents, estates and trust, corporations changes in capital, liquidations, employees' plans, foreign taxes, deficiency, refund, estate, gift, and excise taxes, and the revenue system.

123-423—**Elementary Cost Accounting.** Four hours.
Prerequisite: Accounting 101, or consent of instructor.
A beginning course in cost accounting, treating of terminology, the mechanics of process and job order cost accounting, the cost accounting cycle, accounting entries, and cost statements.

123a-423a—**Advanced Cost Accounting.** Four hours.
Prerequisite: Accounting 123.
A continuation of Accounting 123, with coverage of estimated costs, standard costs, variance analysis, joint and by-product costs, distribution costs, budgets, profit planning, and cost reports and statements.

124-424—**Auditing I.** Four hours.
Prerequisite: Accounting 150 and senior standing.
A study of auditing principles, techniques, and procedures, professional ethics and legal responsibility, the audit program, field work, and the audit report.

124a-424a—**Auditing II.** Four hours.
A continuation of Accounting 124, with emphasis on auditing principles and standards as set forth by the American Institute of Accountants, and application of procedures and techniques through use of practice sets.

150-450—**Advanced Accounting (Formerly 121a).** Four hours.
Prerequisite: Accounting 101.
A comprehensive treatment of partnership accounting, consignments and installment sales, insurance, receiver's accounts, and annuities.

151—**Consolidated Statements and Accounting for Fiduciaries. (Formerly 176 and 177).** Four hours.
Prerequisite: Accounting 101.
A treatment of estate accounnting principles and reports, home office and branch accounting, parent and subsidiary accounting, consolidations and mergers, and foreign exchange.

172—**Municipal and Governmental Accounting.** Four hours.
Prerequisite: Accounting 101.
A study of the principles and standards of governmental accounting, with emphasis on classification of accounts, fund accounting, statements and reports.

173—**Budgeting.** Four hours.
Prerequisite: Accounting 100.
An analysis of the procedures used in preparation of business budgets, with consideration given to the principles underlying these procedures, comparison of performance with the budget, and enforcement of the budget.

174—**Accounting Systems.** Four hours.
Prerequisite: Accounting 150.
A study of the nature and procedure of systems work with attention given to the design and use of business papers and forms, mechanical equipment and auxiliary devices, punched-card accounting methods, journals, ledgers, internal checks, and applied accounting systems and procedures.

175—**CPA Problems.** Four hours.
Prerequisite: 28 hours in accounting and senior standing.
An intensive and comprehensive review of various phases of accounting through study of past C.P.A. examination problems. Recommended for those who plan to sit for the C.P.A. examination.

178—**Research in Accounting Problems.** One or two hours.
Prerequisites: Accounting 150, senior standing, and approval of instructor.
A seminar course for advanced study in problems in cost accounting, budgeting, auditing, or income tax.

525—**Managerial Accounting.** Four hours.
Prerequisite: Principles of Accounting.
A study of the uses of accounting statements and reports by management.

DEPARTMENT OF BUSINESS ADMINISTRATION

R. R. Hardin, Chairman

Wehling, Harlan, Wilson, Allen, Weisend, Stegenga

A Management class works on a business problem.

Success in business today demands maximum preparation. This is true whether one intends to own his own business or work for some company. The curricula in the Buiness Administration Department are designed to give the student the broad knowledge of the business and economic world necessary to prepare him for the vast majority of non-specialized positions open to the graduating student. Specialized courses are offered for the student who definitely knows the area of business he wishes to enter.

The recommended minor in business administration for a non-commerce major is: Accounting 71 and 72; five advanced courses in business administration which may include Marketing 130 or Economics 133.

Requirements:

General Business

		Hours
Freshman and sophomore curriculum		102 or 108
Commerce core		28
Major requirements as listed below		12
Business Administration 147 or Economics 129—Government and Business or Public Finance	4	
Economics 127—Labor Problems	4	
Elective in Accounting, Business Administration, Economics or Marketing	4	
Minor requirements and electives (Minor may be in any department in the college)		44 or 50

Banking and Finance

Freshman and sophomore curriculum		102 or 108
Commerce core		28
Major requirements as listed below		12
Business Administration 144—Bank Administration	4	
Business Administration 194—Investment Finance	4	
Economics 129—Public Finance	4	
Minor requirements (Must be in Economics and must include Economics 180; Economics 55, 56 count on minor)		20
Electives		24 or 30

Small Business

Freshman and sophomore curriculum		102 or 108
Commerce core		28
Major requirements as listed below		12
Business Administration 126—General Insurance	4	
Business Administration 185a—Principles of Small Business Organization	4	
Business Administration 185a—Problems of Small Business	4	
Minor requirements (Must be in marketing and include Marketing 134 and 137; Economics 55, 56 count on minor)		20
Electives		24 or 30

Insurance

Freshman and sophomore curriculum		102 or 108
Commerce core		28
Major requirements as listed below		16
Business Administration 126—General Insurance	4	
Business Administration 131—Life Insurance	4	
Business Administration 145—Fire and Casualty	4	
Business Administration 170—Real Estate	4	
Minor requirements (Must be accounting, economics, or marketing; Accounting 72, 73 or Economics 55, 56 count on minor)		20
Electives		20 or 26

Management

Freshman and sophomore curriculum		102 or 108
Commerce core		28
Major requirements as listed below		16
Business Administration 182—Personnel Management	4	
Business Administration 183—Industrial Management	4	
Business Administration 191—Labor Law and Legislation	4	
Economics 127—Labor Problems	4	
*Minor requirements and electives		40 or 46

*A minor in psychology is recommended.

BUSINESS ADMINISTRATION

40—Introduction to Business. Four hours.

An introductory course to practically all phases of the business and economic world for the beginning student in commerce.

126-426—General Insurance. Four hours.

A beginning course in insurance, designed to explain the fundamental principles of risk and risk bearing and to introduce the insurance mechanism as a device for reducing risk and sharing losses.

131-431—Life Insurance. Four hours.

A comprehensive treatment of life insurance, with the use of materials paralleling those approved by the American College of Life Underwriters.

142—Principles of Management. Four hours.

Basic management concepts and principles applied to the functions of planning, organization and control in a business enterprise.

144—Bank Administration. Four hours.

Prerequisite: Economics 133.

A comprehensive survey of practical bank administration, covering such topics as bank practices and problems, loans and discounts, investments, fiduciary and other services, and the money market.

145—Fire and Casualty Insurance. Four hours.

Prerequisite: A previous course in insurance.

An analysis of the fire policy, consequential loss contracts, ocean and inland marine risks, automobile underwriting, business liability protection, personal and professional liability contracts, dishonesty coverages, and compensation insurance, with principles of policy selection emphasized.

147—Government and Business. Four hours.

Prerequisite: Economics 54 or 55.

A study of the place of government in the business world, with emphasis on types of controls, regulation of public service corporations and financial institutions, laws to enforce competition, and government aids to business.

166—Business Law I. Four hours.

The fundamental principles of law that apply to common business transactions, including contracts, agency employment, negotiable instruments, personal property, bailments, and transportation.

167-467—Business Law II. Four hours.

A study of the principles of law that apply to sale of personal property, insurance contracts, contracts of suretyship and guaranty, partnerships, deeds and conveyances, mortgages, leases, trusts, bankruptcy, and torts and crimes.

170—Real Estate. Four hours.

An introduction to the field of real estate covering the principles of valuation, appraisal, financing and marketing of real estate.

182-482—Personnel Management. Four hours.

A course covering the tools of personnel management, with principal emphasis on the major task of procuring, developing, maintaining, and using an effective working force.

183-483—Introduction to Industrial Management. Four hours.

The basic principles and policies with respect to the management of an industrial plant, covering such topics as plant location and layout, purchasing, materials handling, quality control, maintenance, and production control systems.

185a—The Organization and Operation of a Small Business. Four hours.

Prerequisites: Accounting 71, 72 and 73; and Economics 54 or 55.

A course designed to give the student a knowledge of sound business principles to be applied to the problems of organizing and operating a small business.

185b—Case Studies in Small Business Organization and Operation. Four hours.
Prerequisite: Business Administration 185a.
The principles studied in Business Administration 185a re-examined in the light of actual business successes and failures.

189-489—Corporation Finance. Four hours.
Prerequisites: Accounting 71, 72, and 73; and Economics 54 or 55.
A course dealing with the organization of corporations, methods of financing and types of securities, analysis of causes of failure, and rehabilitation of bankrupt corporations.

191—Labor Law and Legislation. Four hours.
A study of the development of legislation and of court decisions pertaining to labor relations. Special emphasis is given to the importance of legal principles involved in managerial decisions.

194-494—Investment Finance. Four hours.
Prerequisite: Business Administration 189.
The techniques of investment analysis as applied to industrial, railroad, public utility, and other securities, with emphasis placed upon the importance of a knowledge of American industry.

198—Independent Study. Four hours.
A case problem to be worked out to meet the needs of the particular student; to include a research paper to be presented to the major professor and chairman of the department.

514b—Thesis. Six hours.
520—Problems in Management. Four hours.
A concentration of selected social, economic, industrial and personnel problems in current managerial practice.

540—A Survey of American Financial Institutions. Four hours.
An integrated study of the American financial structure. It is designed to give the student an understanding of all the major American financial institutions, their organizational structures, functions, interrelationships, methods of operation, and the services each one provides in our economy.

580—Seminar in Finance. Four hours.
A study of selected problems in business finance.

DEPARTMENT OF BUSINESS EDUCATION

Martin Stegenga, Acting Chairman

Reck, Ewell, D. Jackson, Bonner

Students train on office machines to fit into modern business offices on graduation.

The business education curriculum qualifies the student to teach business courses in secondary schools. In addition to this curriculum the Department of Business Education offers curricula in office management, secretarial studies and a two-year program in secretarial training.

Education is the minor in business teacher education.

The recommended minor in office management is: Accounting 71 and 72; Business Administration 142 and 182; Business Education 118, 150, and 160.

The recommended minor in secretarial studies is: twelve hours in typewriting; twelve hours in shorthand; and twelve hours in advanced business education courses. High school courses taken in typewriting and shorthand will reduce the number of required hours.

BUSINESS EDUCATION

College core requirements:	Hours
English 25, 26, 27—Freshman Composition	12
History 27, 28—World Civilization	8
Speech 31—Oral Communication	4
Mathematics 21 or 31—Basic Mathematics or Algebra	4
Biology 37, 38	8
Physical Science	8

English 73, 74—Introduction to Literature	8
Psychology 65—Elementary Psychology	4
Economics 55—Principles of Economics	4
Social Studies—Government, Sociology or Geography	4
Fine Arts	4
Health 79—Personal Hygiene	4
Health or Physical Education Elective	4
Physical Education Activity Courses or Military Science	6 or 12
	82 or 88

School of Education and Psychology requirements:

Education 113—Principles of High School Teaching	4
Education 169—Tests and Measurements	4
Education Electives from 116, 128, 136, 162, and 164	6
Education 151a—Methods in Business Education	4
Education 185, 186—Directed Teaching	10
Psychology 119—Educational Psychology	4
Psychology 132—Adolescent Psychology	4
	36

School of Commerce and Business Administration requirements:

Economics 56—Economic Problems	4
Accounting 71, 72, 73—Principles of Accounting	12
Business Administration 166—Business Law	4
Business Administration 189—Corporation Finance	4
Elective to be selected from Marketing 130, Marketing 134 Marketing 137, Business Administration 40, Business Administration 126, Economics 133	4
*Business Education 35, 36, 109—Typewriting	8 or 12
*Business Education 66, 67, 104, 114—Shorthand	12 or 16
Business Education 103—Business Correspondence	4
Business Education 111—Filing Systems	2
Business Education 112—Typewriting Problems	2
Business Education 118—Office Practices	4
Business Education 150—Office Machines	4
Business Education 160—Office Management	4
	68 or 76

Electives to complete total of 192 hours.

*One course of typewriting and one course of shorthand must be taken at Mississippi Southern College. Any student who has had a year of high school typewriting cannot take Business Education 35 for credit. A student with one year of shorthand in high school must start with Business Education 67. If a student has had more work than this in either or both fields, he should consult with the Chairman of the Department of Business Education about the appropriate beginning courses.

OFFICE MANAGEMENT

		Hours
Freshman and sophomore curriculum		102 or 108
Commerce Core		28
Major requirements as listed below		32
Business Education 111—Filing Systems	2	
Business Education 112—Typewriting Problems	2	
Business Education 109—Advanced Typewriting	4	
Business Education 118—Office Practices and Procedures	4	
Business Education 150—Office Machines	4	
Business Education 160—Office Management	4	

Business Administration 182—Personnel Management	4	
Psychology 129—Applied Psychology	4	
Psychology 149—Industrial Psychology	4	
Electives		24 or 30

Secretarial Studies

Freshman and sophomore curriculum		102 or 108
Commerce Core		28
Major requirements as listed below		32
*Business Education 66, 67, 104, 114 or 115—Shorthand	16	
Business Education 111—Filing Systems	2	
Business Education 112—Typewriting Problems	2	
Business Education 109—Advanced Typewriting	4	
Business Education 118—Office Practices and Procedures	4	
Business Education 150—Office Machines	4	
Electives		24 or 30

*A student who does not use Business Education 115 to meet his major requirements must use four hours of his electives for the course.

Secretarial Training

Two-Year Curriculum

Required courses—general education as listed below		34
English 25, 26, 27—English Composition	12	
Speech 31	4	
Mathematics 21—Basic Mathematics	4	
Psychology 65—General Psychology	4	
Physical Education—Activity courses	6	
Social Studies—Government 25 or History 27 or 28, or Sociology 63	4	
Required courses—commerce as listed below		64
*Business Education 35, 36 and 109—Typewriting	12	
*Business Education 66, 67, 104, 114 and 115—Shorthand		20
Business Education 111—Filing Systems	2	
Business Education 112—Typewriting Problems	2	
Business Education 103—Business Correspondence	4	
Business Education 118—Office Practices and Procedures	4	
Business Education 150—Office Machines	4	
Business Administration 40—Introduction to Business	4	
Economics 54 or 55—Principles of Economics	4	
Accounting 71 and 72—Principles of Accounting	8	

*If a student has had one year of typewriting in high school he will start with Business Education 36; if a year of shorthand in high school, Business Education 67. The four or eight hours saved are to be used on two of the following courses: Economics 56; Accounting 73; Business Administration 140 and 166; Business Education 160; and Marketing 130 and 134.

BUSINESS EDUCATION

35—Elementary Typewriting. Four hours.

For beginners in typewriting. Acquired keyboard control, developing correct typewriting techniques, and the application of this acquired skill to letter writing and simple tabulated reports. No credit to a student whose high school transcript shows one unit in typewriting.

36—Intermediate Typewriting. Four hours.

Prerequisite: Business Education 35 or equivalent.

A review of keyboard and manipulative controls, with emphasis on letter style, manuscripts, and tabulated reports. Students who have had more than one year of typewriting in high school should enroll in Business Education 109.

66—Beginning Shorthand. Four hours.

The theory and practice of Gregg simplified shorthand, with emphasis on fluency of writing and reading; a limited amount of dictation and transcription. English 25, 26 and 27 to be taken concurrently, or to have been completed previously.

67—Intermediate shorthand. Four hours.

Prerequisite: Business Education 66 or its equivalent.

Completion of theory of Gregg simplified shorthand, with some emphasis on dictation and transcription. English 25, 26, 27 to be taken concurrently or to have been completed.

103—Business Writing. Four hours.

Prerequisites: English 25, 26, 27, and ability to typewrite.

The principles of effective business-letter writing, with the preparation of business letters, such as sales, credit, collection, business promotion, and application.

104—Advanced Shorthand (Formerly 68). Four hours.

Prerequisite: Business Education 67 or two years of high school shorthand.

A constant automatic review of shorthand theory, developing the student's shorthand speed and emphasizing mailable transcripts.

109—Advanced Typewriting (Formerly 37). Four hours.

Prerequisite: Business Education 36 or equivalent.

Preparation of stencils, business forms, and legal documents; further practice with tabulations, manuscripts, and letter forms.

110—Key Punch Machine Operation. Two hours.

Course for beginners in IBM key punch machine operation, with practice on alphameric key board, and stress on numeric punching and study of punch-card programming and punch-card form. Certificate of proficiency given by International Business Machines Corporation to those completing course satisfactorily.

111—Filing Systems (Formerly 101). Two hours.

An introduction to major filing systems in business, with a study of standard rules for alphabetizing, practice in the use of common systems of filing, and the application of filing principles to specific types of business.

112—Problems in Typewriting (Formerly 102). Two hours.

Prerequisite: Business Education 36 or equivalent.

A review of techniques in skill building, with development of speed and accuracy in typing a variety of office forms and emphasis on shortcuts in production typewriting.

114—Dictation and Transcription. Four hours.

Prerequisite: Business Education 104.

Emphasis on office style dictation using the vocabulary of different types of businesses.

115—Advanced Dictation and Transcription. Four hours.

Prerequisite: Business Education 114.

The finishing course in shorthand dictation and transcription, with speed attained through the use of shortcuts used by court reporters and expert shorthand writers.

118—Office Practice and Procedures. Four hours.

Prerequisite: Business Education 36.

A course covering practical secretarial problems and the building of an employable personality.

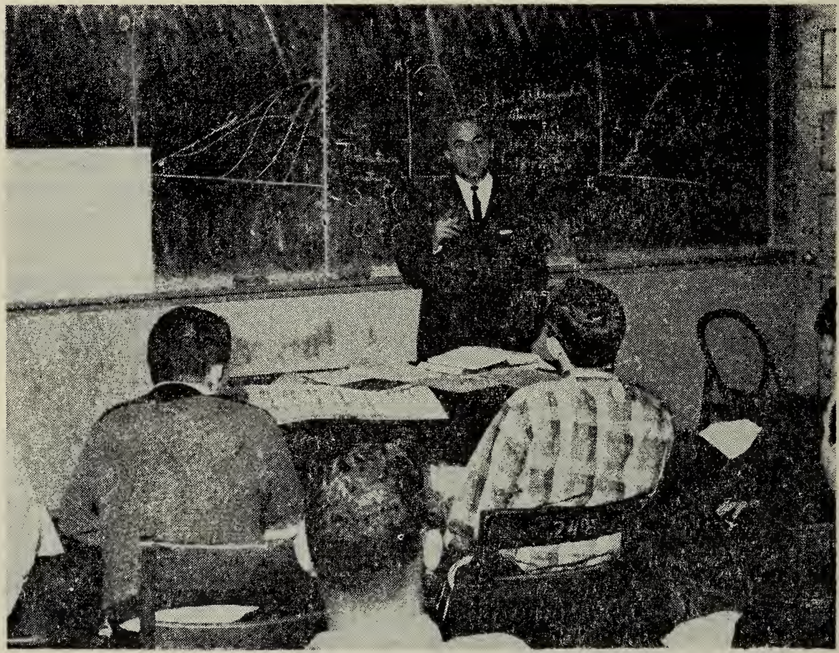
150—**Office Appliances.** Four hours.
Prerequisite: Business Education 35 or equivalent.
Sufficient practice to develop a thorough working knowledge of the operations involved on calculators, adding machines, transcribers, electric typewriters, posting machines, mimeoscope, and direct process and mimeograph duplicators.

160-460—**Office Management.** Four hours.
A study of the principles of management as applied to office work, covering office organization, supervision, layout, supplies, machines, training, office forms and reports, and office services.

DEPARTMENT OF ECONOMICS

Coldwell Daniel, III, Chairman

Green, Jordan, Hruby, Wehling



An advanced class in Economics studies the forces influencing the supply of products and the demand for factors of production.

The curriculum in economics is intended to prepare the student for many positions in business or government or give him the background necessary for further study in a graduate school. For the non-major the courses in economics have become popular as a minor or as electives, for they add greatly to one's understanding of the social and economic environment in which he lives, thereby making him a better citizen as well as a better-informed businessman.

The recommended minor in economics consists of Economics 55, 56, 112, 133, 169 and two other advanced courses. A commerce major must substitute Economics 180 for Economics 133, which is in the commerce core.

Economics—Bachelor of Science Degree

Freshman and sophomore curriculum		102 or 108
Commerce core		28
Major requirements as listed below		32
Economics 112—Economic History of the United States	4	
Economics 169—Economic Theory	4	
Economics 180—Business Cycles	4	
Economics 190—International Trade Theory	4	
Electives in economics	16	
Electives		24 or 30

Economics—Bachelor of Arts Degree

*Bachelor of Arts core curriculum		106 or 112
Major requirements as listed below		36
Economics 56—Principles of Economics	4	
Economics 112—Economic History of the United States	4	
Economics 133—Money and Banking	4	
Economics 169—Economic Theory	4	
Economics 180—Business Cycles	4	
Economics 190—International Trade Theory	4	
Electives in economics	12	
Minor requirements and electives		44 to 50

*The student is expected to take Economics 55 as one of his social studies requirements and Mathematics 21 or 31 and Mathematics 120 as his requirement in mathematics or philosophy.

Foreign Trade—Bachelor of Arts Degree

*Bachelor of Arts core curriculum		106 or 112
Major and minor requirements as listed below		68
Business Education 35 or 36—Typewriting	4	
Accounting 71, 72, 73—Principles of Accounting	12	
Business Administration 166, 167—Business Law	8	
Business Administration 189—Corporation Finance	4	
Economics 56—Economic Problems	4	
Economics 133—Money and Banking	4	
Economics 190—International Trade Theory	4	
Economics 192—International Trade Practices	4	
Spanish 100—Advanced Conservation	4	
Spanish 101—Phonetics	4	
Spanish 160, 161, 162—Spanish American Literature	12	
Spanish elective over 100	4	
Electives		12 or 18

*The student must take Economics 55, Geography 33, 118 and 145, and History 127 to meet the Social Studies requirement. One of the mathematics requirements must be Mathematics 120. Spanish is the language ordinarily selected to meet the language requirement. Two quarters of Spanish on the junior level should have been completed by the start of the junior year.

ECONOMICS

54—Introduction to Economics. Four hours.

A course for non-commerce majors only.

An introductory course in economic principles, with emphasis on fundamental economic concepts as they relate to citizenship and the understanding of national and international problems.

55—Principles of Economics, Part I. Four hours.

A course for commerce majors only.

An introduction to economic analysis and its use in dealing with business problems, a study of price theory as related to competitive and monopolistic market structures, and economic principles as they relate to the distribution of income on functional and individual levels.

56—Principles of Economics, Part II. Four hours.

A course for commerce majors only.

A continuation of economic study, with emphasis on the macro-economic analysis of national income theory, governmental fiscal and monetary policy formation, and international economics.

105—Current Economic Issues. Two hours.

A course covering economic problems current at the time, and the perennial problems of stability, monopoly, distribution of income, international policies, and extent of planning.

106—Social Security. Two hours.

The current social security laws, their development, their economic implications, and arguments presented for and against them.

108—Personal Finance. Four hours.

Not to be used on a major or minor in Economics.

A study of the principles of personal finance, covering family budgeting, maintenance of family income, family health and life insurance needs, home financing, personal investments, and better buying methods.

112-412—Economic Development of the United States. Four hours.

A study of the economic forces that have led to the development of American economy as it exists today.

127-427—Labor Problems. Four hours.

The history of organized labor in the United States, with an analysis of the chief problems that confront labor today, and special emphasis on current legislation and court decisions.

129-429—Public Finance. Four hours.

Prerequisite: Principles of Economics.

A general course designed to acquaint the student with the various types of local, state, and federal taxes, principles of government finance, and the effects of government fiscal policy on the economy.

133-433—Money and Banking. Four hours.

Prerequisite: Economics 54 or 55.

A study of the nature and functions of money, an analysis of commercial banking operations, the Federal Reserve System, foreign exchange, and the relation of banking to the entire economy through monetary policy.

147—Government and Business. Four hours.

Same as Business Administration 147.

169-469—Economic Theory. Four hours.

Prerequisite: Economics 133.

An intermediate course dealing with the determination of prices and income.

180-480—Business Cycles. Four hours.

Prerequisite: Economics 133.

An analysis of business cycles, with emphasis on their history and characteristics, and stabilization proposals.

190-490—International Trade Theory. Four hours.

Prerequisite: Economics 133.

A course covering the historical development of international trade, the importance of trade, the mechanism of international payments, and modern theories dealing with the subject.

192—**International Trade Practices.** Four hours.
Prerequisites: Economics 54 or 55, and preferably Economics 190.
The fundamental techniques of exporting and importing, methods of financing exports and imports, documentary procedure, and current problems in international trade.

193—**Transportation.** Four hours.
Prerequisite: Economics 54 or 55.
A survey of transportation as a whole, with attention given to railroads, airlines, highways, and ocean shipping; and with coverage of history, costs and rate making, legislation and regulation, documents, and intercarrier relationships.

195-495—**Comparative Economic Systems.** Four hours.
Prerequisite: Economics 54 or 55.
A course designed to acquaint the student with the origins, development, and characteristics of fascism, socialism, communism and capitalism.

500—**Economic Analysis.** Four hours.
Prerequisites: Principles of economics and an advanced course in economics or the consent of instructor.
An advanced study of the theories of price and income.

510—**Monetary Theory and Fiscal Policy.** Four hours.
Prerequisites: Principles of economics and an advanced course in economics or consent of instructor.
A study of the forces determining the general level of prices and of alternative monetary and fiscal policies in the light of social goals.

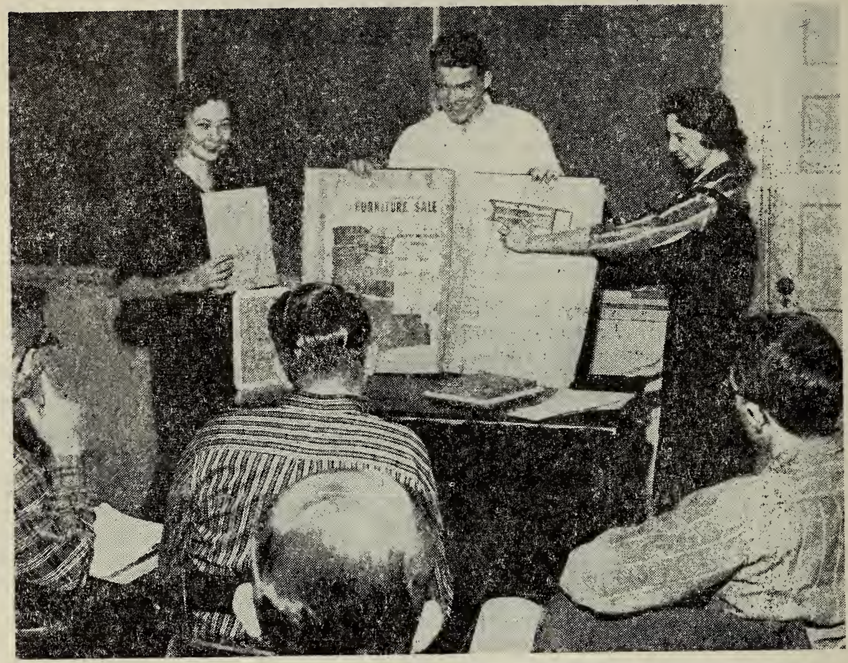
514b—**Thesis.** 6 hours.

530—**History of Economic Thought.** Four hours.
Prerequisites: Principles of economics and an advanced course in economics or the consent of instructor.
The development of economic theory since Adam Smith.

550—**National Economics Policies.** Four hours.
Prerequisites: Principles of economics and an advanced course in economics requiring economic analysis.
An examination of national economic problems and a critical analysis of the policies adopted to solve or to ameliorate them.

DEPARTMENT OF MARKETING

Sorbet, Starling



A student illustrates advertising from a scrapbook compiled while working on a cooperative program between the college and a large department store.

The increasing emphasis which is being placed on the problems of marketing the nation's output of goods and services has created many new positions of responsibility in the business world. The curricula below are designed to train college graduates for those positions.

The recommended minor in marketing for a non-commerce major is: Accounting 71 and 72 or Economics 55 and 56, Marketing 130, and four advanced courses in marketing.

The recommended minor in marketing for a non-commerce major is of five advanced courses in marketing above 130, which may include Business Administration 185a.

General Marketing

		Hours
Freshman and sophomore curriculum		102 or 108
Commerce core		28
Major requirements as listed below		32
Marketing 134—Salesmanship	4	
Marketing 135—Principles of Retailing	4	
Marketing 137—Principles of Advertising	4	
Marketing 152—Principles of Wholesaling	4	
Marketing 162—Industrial Marketing	4	
Marketing electives	12	
Electives		24 or 30

Sales and Sales Management

Freshman and sophomore curriculum		102 or 108
Commerce core		28
Major requirements as listed below		32
Marketing 134—Salesmanship	4	
Marketing 137—Principles of Advertising	4	
Marketing 155—Sales Management	4	
Marketing 158—Marketing Research	4	
Marketing 177—Promotion Development	4	
Marketing electives	12	
Electives		24 or 30

Advertising

Freshman and sophomore curriculum		102 or 108
Commerce core		28
Major requirements as listed below		32
Marketing 134—Salesmanship	4	
Marketing 137—Principles of Advertising	4	
Marketing 157—Advertising Copy and Layout	4	
Marketing 158—Market Research	4	
Marketing 177—Promotion Development	4	
Marketing electives	12	
Electives		24 or 30

Retail Management

Commerce core		28
Major requirements as listed below		32
Marketing 134—Salesmanship	4	
Marketing 135—Principles of Retailing	4	
Marketing 137—Principles of Advertising	4	
Marketing 156—Retail Merchandising	4	
Marketing 165 and 166—Professional Retailing Experience	12	
Marketing elective	4	
Electives		24 or 30

MARKETING

130 (Formerly 153)—**Principles of Marketing.** Four hours.

A study designed to give a general understanding of marketing in present day society, the channels involved in the distribution of goods, and the functions performed by the institutions and agencies in marketing.

134—**Salesmanship.** Four hours.

A study of the principles of salesmanship, with the students applying the principles in classroom sales presentations.

135—**Principles of Retailing.** Four hours.

Prerequisites: Marketing 130 or permission of instructor.

A survey course comprising an analysis of the factors underlying the successful operation of retail stores including location, stock arrangement, buying and selling, advertising and display, merchandise planning and control, personnel management, and customer relations.

136—**Credit and Collection.** Four hours.

A study of the nature of credit in its relation to the distribution of goods, the management activities involved, and collection procedures available.

A study of methods used to disseminate among groups information

137—**Principles of Advertising.** Four hours.

concerning goods and services. the sales promotional aspects of such dissemination, and the evaluation techniques available.

152—Principles of Wholesaling. Four hours.
Prerequisites: Marketing 130 or permission of instructor.
A study of the field of wholesaling including wholesale centers, types and classes of wholesale organizations and recent trends in wholesaling. Principles governing location, purchasing, receiving, stock control, sales management, order filling, expense and profit control are considered.

155—Marketing Management. Four hours.
Prerequisites: Marketing 130 and Business Administration 142.
A study of principles involved in effective distribution of goods, analysis or promotion activities necessary to effect sales, and control measures available.

156—Retail Merchandising. Four hours.
Prerequisite:Marketing 135.
The tools that buyers and merchandise managers use, including purchase planning, makeup, inventory control, turnover, operating statements, and expense controls.

157—Advertising Copy and Layout. Four hours.
Prerequisite: Marketing 137.
A study of principles and techniques of advertising presentation adaptable to mass communicant media and direct advertising.

158-458—Market Research. Four hours.
Prerequisites: Marketing 130 and Mathematics 120.
A study of principles and techniques used in market research and evaluation of such research.

159—Market Seminar. Two hours.
Prerequisite: Consent of instructor.
A course designed to give students an opportunity to apply in a practical manner the principles and theories studied in course work.

162—Industrial Marketing. Four hours.
Prerequisite: Marketing 130.
A study of the methods used in the movement of industrial goods.

165, 166—Professional Retailing Experience. Six hours each.
Prerequisite: Permission of Department of Marketing faculty.
Actual work experience to be gained by working full-time or part-time in cooperating retail stores under the supervision of a faculty member.

Twelve hours of credit must be earned by the student. Part-time work will receive a maximum of six hours of credit per quarter. Full-time work will receive twelve hours of credit per quarter. The credit given for these courses will be extension credit rather than residence credit. This means the student cannot take this work his last quarter before graduating unless it is part-time work and he is carrying at least twelve hours of class work on the campus at the same time. Furthermore, the credit earned must be included in the amount of extension and correspondence credit which may be applied toward a degree.

170-470—Marketing Problems. Four hours.
Prerequisite: Marketing 130 and consent of the instructor.
An examination of specific problems in the field of marketing, including problems of the individual enterprise with relation to channels of distribution, pricing, promotion, organization and trends. The case method is employed.

177-477—Promotion Development. Four hours.
Prerequisites: Marketing 130, 134 and 137 or consent of instructor.
A study of the relationship of the business organization to the various interest groups which affect its promotional results, and the policies and procedures utilized in connection with such groups.

535—Seminar in Marketing. Four hours.
Prerequisites: Principles of economics and marketing.
An advanced study of marketing theories and phenomena.

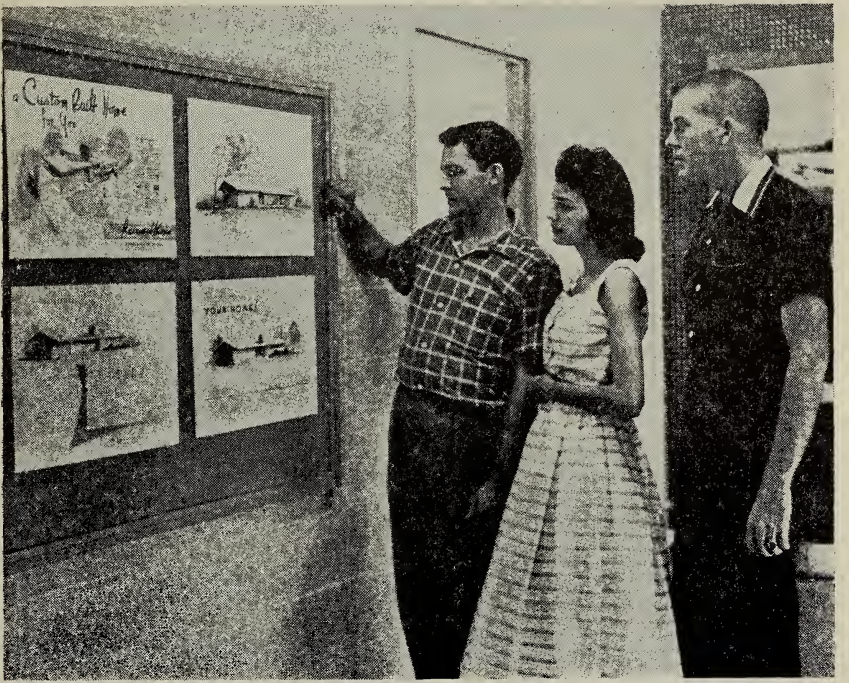
DIVISION OF FINE ARTS

Frank Earl Marsh, Jr., Chairman

ART

Walter Lok, Chairman

Ambrose, Merrifield, D'Olive



Annual Student Exhibition

Major programs available in Drawing and Painting and in Commercial Art.

Courses recommended for the fulfillment of specialized education in art for Class B special subject field teacher certification are:

Art 21, 23, 28, 32, 34, 50, 112, 113, 118, 121, 123, and Education 151B .... 48 hours

Students should also elect a speech arts course in stagecraft.

Exhibitions on tour and student exhibitions are arranged and presented by the faculty, student committees, and members of the local chapter of Kappa Pi, national honorary art fraternity.

The department reserves the right to retain student work for exhibition purposes.

21—**Beginning Drawing.** Four hours.

Basic problems in black and white sketching and modeling. Techniques for dry media such as pencil, conte crayon, charcoal.

23—**Beginning Design.** Four hours.

Study of the terms of visual design, problems in balance and counterbalance, line, texture, and problems involving all the design elements and bridging the gap between abstract and natural symbols. Lettering and color theory.

25—**Introductory Art.** Four hours.

For students in the teaching programs.

Fundamentals of lettering; perspective; light and shade; figure and animal drawing; color theory; still life; landscape; design.

26—**Elementary School Art.** Four hours.

Prerequisite: Art 25.

Problems in this course follow work suggested by the "Mississippi Course of Study in Art for Elementary Schools."

28—**Intermediate Drawing.** Four hours.

Prerequisite: Art 21 or permission of instructor.

Fluid media techniques; pen and ink; felt nibs; wash. More emphasis on composition.

29—**Advanced Drawing.** Four hours.

Creative drawing in all media. Introduction of color. Emphasis on interpretation and composition.

32—**Intermediate Design.** Four hours.

Prerequisite: Art 23 or equivalent, or permission of the instructor.

Problems in two and three dimensional design involvving various kinds of color harmony, in a variety of media.

33—**Advanced Design.** Four hours.

Prerequisite: Art 32 or permission of the instructor.

A course in design applied to a number of practical situations related to the commercial, industrial, and fine arts.

34a, b, c—**Figure Drawing.** Four hours each.

Prerequisites: Permission of the instructor.

Study of the construction and the use of the human figure in design. Drawing from the model in various media.

50—**Sculpture I.** Four hours.

Problems in ceramic sculpture. Study of glazes; mixing and application. Firing.

52—**Graphic Arts I.** Four hours.

Prerequisites: Art 29 and 33 or equivalent, or permission of the instructor.

A study of design for, and techniques of, the various graphic arts (etching, drypoint, lithograph). Studio problems in some of the above techniques.

108—**Problems in Lettering for the Non-professional.** Four hours.

Open to all students.

Practice and experiment with basic alphabets in pen and brush and their organization. Specially designed for those interested in retail selling and others needing some knowledge of poster and show card work.

112—**History of Art I.** Four hours.

Open to all students.

Pre-Historic to Gothic art. A course in appreciation.

113—**History of Art II.** Four hours.

Open to all students.

Gothic through Modern art. A course in appreciation.

115—Sculpture. II. Four hours.
Prerequisite: Art 50.
Creation of larger solid clay forms for casting. The use of armatures and various types of molds.

118—Water Color I. Four hours.
Prerequisites: Art 29 and 33 or permission of the instructor.

121—Oil Painting I. Four hours.
Prerequisites: Art 29 and 33 or equivalent, or permission of the instructor.
Studies in the techniques of oil painting. Some problems in still life and landscape.

122—Commercial Art I. Four hours.
Prerequisites: Art 29 and 33 or permission of the instructor.
Recommended for those interested in any form of commercial art.
The rendering of objects and materials for commercial presentation.

123—Commercial Art II. Four hours.
Prerequisites: Art 29 and 33 or permission of the instructor.
Hand and precision lettering and advertising and show card layout.

126—Commercial Art III. Four hours.
Prerequisites: Art 122, 123 or permission of the instructor.
A study of commercial illustrative techniques and their application to a variety of layout problems.

130—Sculpture III. Four hours.
Prerequisite: Art 115.
Problems in wood, stone and metal sculpture.

132—Special Projects for Elementary Teachers I. Two hourrs.
Projects in art and methods of presentation to children in the grades.

133—Special Projects for Elementary Teachers I. Two hours.
Additional projects as in Art 132. (Need not necessarily follow Art 132).

134—Advertising Design I. Four hours.
Prerequisite: Art 126 or permission of the instructor.
Practical problems in advertsing design with particular attention to modern reproduction methods and the preparation of suitable copy.

135—Graphic Arts II. Four hours.
Prerequisite: Art 52.
Further problems in design and production using various graphic media.

137—Graphic Arts III. Four hours.
Prerequisite: Art 135.
A continuation of Graphic Arts II.

150—Water Color II. Four hours.
Prerequisite: Art 118.
Continuation of Art 118 with problems in opoque media.

151—Advertising Design II. Four hours.
Prerequisite: Art 134.
A continuation of Art 134 including a study of color separation techniques and typographic experiments.

152—Oil Painting II. Four hours.
Prerequisite: Art 121.
Further study of composition in oil with emphasis on color harmony. Some problems involving selecting of subject matter.

154—Illustration. Four hours.
Prerequisites: Art 34 and 29, or permission of instructor.
Practical problems in the illustration of poems and short stories. Black and white and color studies involving the relation of medium and technique to subject.

155—Advertising Design III. Four hours.
Prerequisite: Art 151.
A continuation of Art 151 with particular emphasis on professional procedure.

156—Mural. Four hours.
Prerequisites: Art 118, 121, or permission of instructor.
The design of several large-scale mural projects culminating in the execution of one in a choice of medium. Special study of the relation of wall decoration to the surrounding architecture.

158—Advertising Project. Four hours.
Prerequisite: Art 155 or permission of instructor.
Full quarter series or unit project in advertising design and presentation involving considerable research. Seminar.

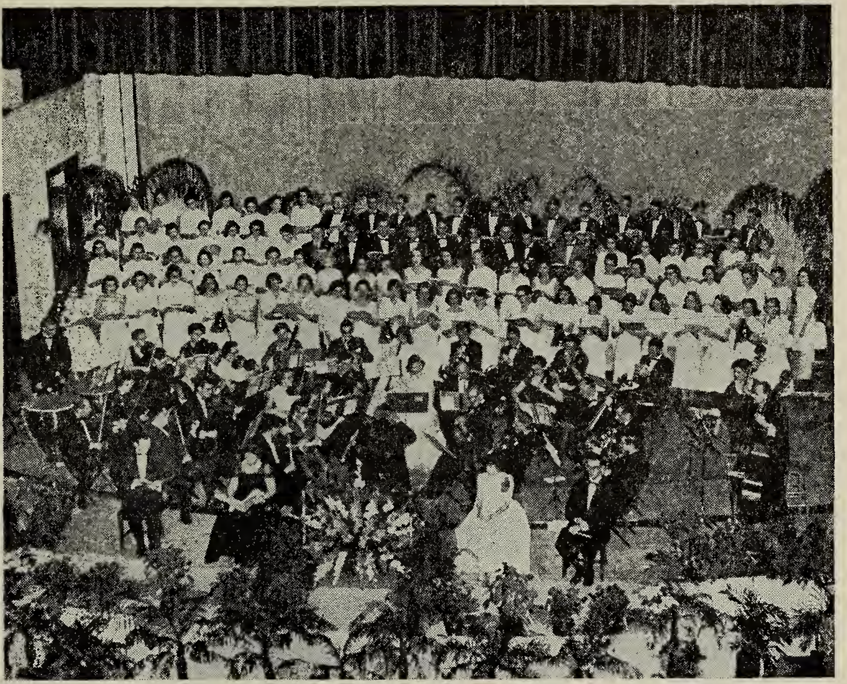
161—Water Color III. Four hours.
Prerequisite: Art 150.
Advanced study in opaque and transparent watercolor. Experiments with mixed media.

163—Studio Problems in Oil Painting. Four hours.
Further study in oils based on experiments in Art 121 and 152, with special emphasis on techniques and specialized subject matter fields.

MUSIC

Frank E. Marsh, Jr., Chairman

Baylis, Benner, Boxberger, Crohn, Eide, A. Frascarelli, L. Frascarelli, Harmon, Hays, Hinds, Huck, Imbragulio, Keck, Longyear, Lyall, McDonald, Mannoni, M. Phelps, R. Phelps, Perry, Pound, Ponziani, Presser, Roubos, Saetre, L. Stocker



Hattiesburg Choral Union in Handel's "Messiah"

Mississippi Southern College is a member of the National Association of Schools of Music and is accredited by that organization. The requirements entrance and for graduation are in accordance with the published regulations of the National Association of Schools of Music.

The Department of Music was organized for a four-fold purpose: (1) to combine musical and literary studies as a broad basis for regular college work; (2) to use the art of music as a means of intellectual, aesthetic, and moral culture; (3) to furnish instruction to special and general students; and (4) to train vocal instrumental supervisors of music and music therapists.

Admission

First, as a regular student. For any curriculum leading to a degree, the student must satisfy the entrance requirements of the college.

Students entering the applied music program must give evidence that the preparatory course in applied music has been completed.

Freshman must take entrance examinations in elementary theory. Those passing may enroll in the regular required courses. Students who have had preparatory work but cannot pass the examination may enroll for the regular required courses, but must do two hours of supervised work each week without credit in elementary theory until the entrance requirements are satisfactorily fulfilled.

Second, as a special student. A student may, as a special student, elect any curriculum his previous training has qualified him to pursue with profit.

The curricula include systematic and progressive instruction in theory. history and practice of the arts to which they severally relate, and in those branches of language, philosophy, history, and criticism which bear most directly upon these arts, and without knowledge of which success in the higher domain of arts is possible.

Students desiring to major in music should register for the Bachelor of Music degree with piano, church music and organ, voice, violin, viola, violon cello, string bass, flute, oboe, clarient, bassoon, French horn, trumpet, trombone, tuba, or musical composition, as a major; or for the Bachelor of Music Education degree with vocal or instrumental music education as a major. However, any student of the college not registered for a music degree may pursue such courses in the Department of Music as he wishes if he pavs the required fees.

Music majors who have taken music courses under private instruction or in such way as not to receive credit may be excused from required courses in the music curriculum on the basis of tests of proficiency.

I. The Curriculum in Piano

The best principles of modern piano technique form the basis of teaching in this department. The student is thoroughly grounded in the classics, including Bachs' Inventions and Well-Tempered Clavichord, with Hanon, Czerny, Clementi, Chopin and Liszt Etudes, sonatas by Mozart and Beethoven, and selections from the compositions of the best composers of the classic, romantic, and modern schools of composition.

In the junior and senior years of the course, concertos by Mendelssohn, Beethoven, Chopin, Grieg, Schumann, Liszt, and modern composers are studied and performed. Students to rank as freshmen must show that they have had the equivalent of four years of serious study of the piano.

Candidates for the degree of Bachelor of Music with Piano as a major must present recitals selected from composers of the classic, romantic, and modern schools in their junior and senior years. Candidates with piano pedagogy as a major must be prepared to present part of a recital in their senior year and place more emphasis on the teaching of piano.

II. The Curriculum in Voice

The aim of the Voice Department is to prepare the student technically to meet the vocal demands of the best in song, operatic, and oratorio literature. Good intonation, flexibility, and a scale that is resonant and of pleasing quality throughout its entire range are sought through the medium of progressive exercises and vocalises. Song literature of the classic and modern schools is given to build musicianship and a sense of style. Upon graduation, the student must have a repertoire of recitatives and arias from standard operas and oratorios, as well as a repertoire of songs from the English, German, French, and Italian schools. Students to be classified as freshmen in the vocal degree course must show by examination that they have the technical and musical development equivalent to one year of vocal study, as well as preparatory piano.

Candidate for the degree of Bachelor of Music with voice as a major must be prepared to present a recital of standard songs and arias selected from the classic and modern schools in their senior year. A candidate with vocal pedagogy as a major must be prepared to present part of a recital in his senior year and place more emphasis upon the teaching of voice.

III. The Curriculum in Violin and Viola

It is the aim of the Violin Department to offer instruction that will thoroughly train the student to meet the demands of the orchestra and concert violinist as well as to prepare for the field of teaching. Throughout the course careful attention is given to the development of technique, musical style, interpretation, and musicianship. Special emphasis is placed on ensemble in advanced classes.

The material studied is selected according to the individual needs of the student from the following studies: Sevick, Leonard, Kayser, Mazas, Schradieck, Kruetzer, Rhode, and others. For the development of style and interpretation, sonatas by Tartini, Nardini, Handel, Haydn, and Bach are used, and concertos by Viotti, Rode, DeBeriot, Mendelssohn and Wieniawski. For graduation, selections are made from concertos by Beethoven, Bruch, Mendelssohn, Vieuxtemps, and others of equal difficulty, and miscellaneous compositions from Paganini, Sarasate, Wieniawski, Hubay, and representative modern composers.

Candidates for the degree of Bachelor of Music must be prepared to present a recital from composers of the classic, romantic, and modern schools in their junior and senior years.

IV. The Curriculum in Violoncello and String Bass

The aims of this department are the same as those of the Violin Department.

The material studied is selected according to the individual needs of the student from the following studies: Dotzauer, Grutzmacher, Duport, Popper, and Piatto. For development of style and interpretation sonatas by Coverette, Locatelli, and Boccherini, and suites for violoncello alone by J. S. Bach, concertos by Romberg, Davidoff, Servais, Popper, Golterman, Saint-Saens, Lalo, Dvorak, D'Albert, and Schumann. Concert pieces by Tchaikowsky, Davidoff, Popper, and Boellmman.

Condidates for the degree of Bachelor of Music must be prepared to present a recital of selected composers of the classic, romantic, and modern schools in their junior and senior years.

V. The Curriculum in Composition

This course offers special study in the practical writing of original work for instruments or voice, including the larger forms such as the sonata-allegro form, variations, art songs, anthems, and other forms of freer content.

The latest developments distinctive of modern harmony, the various melodic, and rhythmic idioms of the present day are made available to the student through discussion and practical use.

The course in advanced composition is given by private instruction only, and is designed for the talented student who is especially qualified to enter the field of musical composition.

VI. The Curriculum in Music Education

The teaching of music in the public schools is now considered the work of a specialist of broad training. The importance of laying a thorough musical foundation in the grades is generally recognized and calls for great ability in the teacher of music. In high school, music is now accorded a place of importance, and the demand for teachers who can organize and direct choral, instrumental, theoretical, and appreciation courses is increasing from year to year.

The courses in public school music supervision are designed to give not only thorough and practical training in music pedagogy but also adequate preparation in practical and theoretical music, psychology, education, and cultural subjects.

The degree of Bachelor of Music Education is offered upon completion of the four-year curriculum. There is an increasing demand for supervisors of music and junior and senior high school music teachers holding a bachelor's degree. This course offering a degree combining music and education is planned to meet the demand in music education.

VII. The Curriculum in Church Music and Organ

The organ course is designed to provide a thorough and sufficient education for both the concert and the church fields, the latter being particularly stressed. It includes a fundamental study of the manual touch, pedal technique, the independence of the hands and feet, and elementary and advanced registration. The earlier literature is designed for the special needs of the individual student, and includes technical studies, the short preludes and fugues of Bach, the choral preludes, etc.

VIII. The Curriculum in Applied Woodwinds

(Flute, Oboe, Clarinet, and Bassoon)

It is the aim of this curriculum to provide instruction which will prepare the student for a career as a professional musician in a symphony orchestra or some other ensemble of comparable stature. Throughout the course careful attention is given to the development of technique, musical style, interpretation, and musicianship. Special emphasiis is placed on advanced ensemble playing.

Candidates for the degree of Bachelor of Music must be prepared to present a recital indicating a familiarity with composers of the classic, romantic, and modern schools of composition.

IX. The Curriculum in Applied Brass

(Trumpet, French horn, Trombone, and Tuba)

It is the aim of this curriculum to provide instruction which will prepare the student for a career as a professional musician in a symphony orchestra or some other ensemble of comparable stature. Throughout the course careful attention is given to the development of technique, musical style, interpretation, and musicianship. Special emphasis is placed on advanced ensemble playing.

Candidates for the degree of Bachelor of Music must be prepared to present a recital indicating a familiarity with composers of the classic, romantic, and modern schools of composition.

X. The Curriculum in Music Therapy

Music therapy has received widespread acceptance in recent years. Its value in the rehabilitation of individuals with certain types of illnesses has been recognized by medical authorities for years. There is an ever-increasing number of calls for music therapists.

The curriculum has been designed to prepare specialists who can work with mentally retarded children, handiicapped children, and adults who are patients in various kinds of hospitals.

The Bachelor of Music Degree in Music Therapy is offered upon the completion of a four-year curriculum. Undergraduate requirements contain a six-month period of internship in an approved neuropsychiatric hospital.

XI. The Curriculum in Music Literature

The curriculum in music literature is planned for those who intend to teach on the college level or for those who desire careers in musical journalism, music publishing, or the recording industry, fields in which a wide and comprehensive knowledge of music history and literature is essential.

The major in music literature will receive a strong foundation not only in his chosen field but also in theory and in academic subjects which will enrich the student's cultural background. Such a student will be well equipped for graduate study leading to the Ph.D. in musicology.

PIANO MAJOR

(Leading to degree of Bachelor of Music)

Freshman Year

Piano 25a, 26a, 27a	3	3	3
Music Theory 34xl, 35xl, 36xl (including keyboard harmony)	5	5	5
Survey of Music Literature 43, 44, 45	2	2	2
Chorus 20a, 20b, 20c, and Recitals	0	0	0
English 25, 26, 27	4	4	4
History 27, 28	4	4	
Musical Accoustics 20			4

Sophomore Year

Piano 55a, 56a, 57a	4	4	4
Music Theory 64xl, 65xl, 66xl (including keyboard harmony)	5	5	5
History of Music 73, 74, 75	2	2	2
Music Education 28xl, 29xl, 30xl	2	2	2
Chorus 50a, 50b 50c, and Recitals	0	0	0
English 73, 74	4	4	
Psychology 65			4
Physical education	1	1	1

Junior Year

Piano 105a, 106a, 107a	4	4	4
Music Theory 114, 115, 116 (Harmonic and Form Analysis)	2	2	2
Music Theory 117, 118, 119 (Counterpoint)	2	2	2
Music Education 170, 171, 172	2	2	2
Ensemble 123xl, 124xl, 125xl	2	2	2
Music Education 126, 127, 128	1	1	1
Chorus 100a, 100b, 100c, and Recitals	0	0	0
Foreign language (French or German)	4	4	4
Physical education	1	1	1

Senior Year

Piano 155a, 156a, 157a	4	4	4
Music Theory 164, 165, 166 (Composition)	2	2	2
Music Theory 167, 168, 169 (Orchestration)	2	2	2
Ensemble 173xl, 174xl, 175xl	2	2	2
Piano Pedagogy 182, 183, 184	3	3	3
Piano Literature 221, 222, 223	1	1	1
Chorus 150a, 150b, 150c, and Recitals	0	0	0
Psychology 119	4		
Education 113		4	
Education 169			4

STRING MAJOR (VIOLIN, VIOLA, 'CELLO OR STRING BASS)

(Leading to degree of Bachelor of Music)

Freshman Year

Major String Instrument	2	2	2
Piano 25b, 26b, 27b	1	1	1
Music Theory 34xl, 35xl, 36xl (including keyboard harmony)	5	5	5
Survey of Music Literature 43, 44, 45	2	2	2
Orchestra 21a, 21b, 21c, and Recitals	0	0	0
English 25, 26, 27	4	4	4
History 27, 28	4	4	
Musical Accoustics 20			4

Sophomore Year

Major String Instrument	3	3	3
Piano 55b, 56b, 57b	1	1	1
Music Theory 64xl, 65xl, 66xl (including keyboard harmony)	5	5	5
Music Education 28xl, 29xl, 30xl	2	2	2
Orchestra 51a, 51b, 51c, and Recitals	0	0	0
English 73, 74	4	4	
Psychology 65			4
Physical education	1	1	1

Junior Year

Major String Instrument	4	4	4
Music Theory 114, 115, 116 (Harmonic and Form Analysis)	2	2	2
Music Theory 117, 118, 119 (Counterpoint)	2	2	2
Music Education 126, 127, 128	1	1	1
Music Education 170, 171, 172	2	2	2
Ensemble 123xl, 124xl, 125xl	2	2	2
Orchestra 101a, 101b, 101c, and Recitals	0	0	0
Foreign language (French or German)	4	4	4
Physical education	1	1	1

Senior Year

Major String Instrument	4	4	4
Music Theory 164, 165, 166 (Composition)	2	2	2
Music Theory 167, 168, 169 (Orchestration)	2	2	2
Ensemble 173xl, 174xl, 175xl	2	2	2
String Pedagogy 185, 186, 187	3	3	3
Orchestra 151a, 151b, 151c, and Recitals	0	0	0
Psychology 119	4		
Education 113		4	
Education 169			4

VOICE MAJOR

(Leading to degree of Bachelor of Music)

Freshman Year

Voice 28a, 29a, 30a	2	2	2
Piano 25b, 26b, 27b	1	1	1
Music Theory 34xl, 35xl, 36xl (including keyboard harmony)	5	5	5
Survey of Music Literature 43, 44, 45	2	2	2
Chorus 20a, 20b, 20c, and Recitals	0	0	0
English 25, 26, 27	4	4	4
History 27, 28	4	4	
Musical Accoustics 20			4

Sophomore Year

Voice 58a, 59a, 60a	3	3	3
Piano 55b, 56b, 57b	1	1	1
Music Theory 64xl, 65xl, 66xl (including keyboard harmony)	5	5	5
History of Music 73, 74, 75	2	2	2
Chorus 50a, 50b 50c, and Recitals	0	0	0
English 73, 74	4	4	
Psychology 65			4
Physical education	1	1	1

Junior Year

Voice 108a, 109a, 110a	4	4	4
Music Theory 114, 115, 116 (Harmonic and Form Analysis)	2	2	2
Music Theory 117, 118, 119 (Counterpoint)	2	2	2
Music Education 126, 127, 128	1	1	1
Opera Workshop 188, 189, 190	2	2	2
Chorus 100a, 100b, 100c, and Recitals	0	0	0
French 25, 26, 27	4	4	4
Physical education	1	1	1

Senior Year

Voice 158a, 159a, 160a	4	4	4
Music Theory 164, 165, 166 (Composition)	2	2	2
Diction 176, 177, 178	2	2	2
Vocal Literature 224, 225, 226	1	1	1
Vocal Pedagogy 179, 180, 181	3	3	3
Opera Workshop 238, 239, 240	2	2	2
Chorus 150a, 150b, 150c, and Recitals	0	0	0
German 35, 36, 37	4	4	4

COMPOSITION MAJOR

(Leading to degree of Bachelor of Music)

Freshman Year

Applied music			
Major Instrument	2	2	2
Minor Instrument	1	1	1
Music Theory 34xl, 35xl, 36xl (including keyboard harmony)	5	5	5
Survey of Music Literature 43, 44, 45	2	2	2
Chorus 20a, 20b, 20c or Orchestra 21a, 21b, 21c, and Recitals	0	0	0
English 25, 26, 27	4	4	4
History 27, 28	4	4	
Musical Accoustics 20			4

Sophomore Year

Applied music			
Major Instrument	2	22	
Minor Instrument	1	1	1
Music Theory 114, 115, 116 (Harmonic and Form Analysis)	2	2	2
Music Theory 117, 118, 119 (Counterpoint)	2	2	2
History of Music 73, 74, 75	2	2	2
Music Education 170, 170a, 171	2	2	2
Chorus 50a, 50b, 50c or Orchestra 51a, 51b, 51c, and Recitals	0	0	0
English 73, 74	4	4	
Speech 31			4
Physical education	1	1	1

Junior Year

Applied music	4	4	4
Music Theory 164, 165, 166 (Composition)	2	2	2
Music Theory 167, 168, 169 (Orchestration)	2	2	2
Music Theory 197, 198, 199 (Advanced Counterpoint)	2	2	2
Music Education 171a, 172, 172a	2	2	2
Chorus 100a, 100b, 100c, or Orchestra 101a, 101b, 101c, and Recitals	0	0	0
French 26, 26, 27	4	4	4

Senior Year

Applied music	4	4	4
Music Theory 200, 201, 202 (Advanced Composition)	2	2	2
Music Theory 203, 204, 205 (Advanced Orchestration)	2	2	2
Music Education 126, 127, 128	1	1	1
History of Music 206, 207, 108	2	2	2
Chorus 150a, 150b, 150c or Orchestra 151a, 151b, 151c, and Recitals	0	0	0
German 35, 36, 37	4	4	4

ORGAN AND CHURCH MUSIC MAJOR

(Leading to degree of Bachelor of Music)

Organ 46a, 47a, 48a	2	2	2
Piano 25b, 26b, 27b	1	1	1
Music Theory 34xl, 35xl, 36xl (including keyboard harmony)	5	5	5
Survey of Music Literature 43, 44, 45	2	2	2
Chorus 20a, 20b, 20c, and Recitals	0	0	0
English 25, 26, 27	4	4	4
History 27, 28	4	4	
Musical Accoustics 20			4

Sophomore Year

Organ 76a, 77a, 78a	3	3	3
Piano 55b, 56b, 57b	1	1	1
Music Theory 64xl, 65xl, 66xl (including keyboard harmony)	5	5	5
History of Music 73, 74, 75	2	2	2
Chorus 50a, 50b 50c, and Recitals	0	0	0
English 73, 74	4	4	
Speech 31			4
Physical education	1	1	1

Junior Year

Organ 136a, 137a, 138a	3	3	3
Voice 28b, 29b, 30b	1	1	1
Music Theory 114, 115, 116 (Harmonic and Form Analysis)	2	2	2
Music Theory 117, 118, 119 (Counterpoint)	2	2	2
Music Education 126, 127, 128	1	1	1
History of Church Music 212, 213, 214	2	2	2
Chorus 100a, 100b, 100c, and Recitals	0	0	0
Physical education	1	1	1

Senior Year

Organ 186a, 187a, 188a	3	3	3
Voice 58b, 59b, 60b	1	1	1
Music Theory 164, 165, 166 (Composition)	2	2	2
Advanced Choral Conducting and Literature 209, 210, 211	2	2	2
Music 215 (Gregorian Chant)	2		
Music 216 (Hymnology)		2	
Music 217 (Administration of Church Music)			2
Liturgics 218, 219, 220	2	2	2
Chorus 150a, 150b, 150c, and Recitals	0	0	0
German 35, 36, 37	4	4	4

MUSIC EDUCATION MAJOR

(General Supervisor)

(Leading to degree of Bachelor of Music Education)

Freshman Year

Piano 25b, 26b, 27b	1	1	1
Voice 28b, 29b, 30b	1	1	1
Music Theory 34xl, 35xl, 36xl (including keyboard harmony)	5	5	5
Survey of Music Literature 43, 44, 45	2	2	2
Chorus 20a, 20b, 20c, and Recitals	0	0	0
English 25, 26, 27	4	4	4
History 27, 28	4	4	
Social studies (elective)			4
Physical education	1	1	1

Sophomore Year

Piano 55b, 56b, 57b	1	1	1
Voice 58b, 59b, 60b	1	1	1
Music Theory 64xl, 65xl, 66xl (including keyboard harmony)	5	5	5
History of Music 73, 74, 75	2	2	2
Chorus 50a, 50b 50c, and Recitals	0	0	0
English 73, 74	4	4	
Speech 31			4
Biology 37, 38	4	4	
Musical Accoustics 20			4

Junior Year

Piano 105c, 106c, 107c	2	2	2
Voice 108c, 109c, 110c	2	2	2
Music Theory 114, 115, 116 (Harmonic and Form Analysis)	2	2	2
Music Education 70, 71, 72	2	2	2
Music Education 170, 170a, 171	2	2	2
Music Education 126, 127, 128	1	1	1
Chorus 100a, 100b, 100c, and Recitals	0	0	0
Mathematics 21 or 31	4		
Health 79		4	
Psychology 65			4
Physical education	1	1	1

Senior Year

Piano 155c, 156c, 157c	2	2	2
Voice 158c, 159c, 160c	2	2	2
Music Theory 167, 168, 169 (Orchestration)	2	2	2
Music Education 120, 121a, 122a	2	2	2
Music Education 171a, 172, 172a	2	2	2
Chorus 150a, 150b, 150c, and Recitals	0	0	0
Psychology 119	4		
Psychology 132		4	
Education 169			4
Education 113	4		
Directed Teaching 184, 186		5	5

MUSIC EDUCATION MAJOR

(Instrumental Supervisor)

(Leading to degree of Bachelor of Music Education)

Freshman Year

Major instrument (woodwind or brass)	1	1	1
Piano 25b, 26b, 27b	1	1	1
Music Theory 34xl, 35xl, 36xl (including keyboard harmony)	5	5	5

Survey of Music Literature 43, 44, 45	2	2	2
Orchestra 21a, 21b, 21c or Band 22a, 22b, 22c, and Recitals	0	0	0
English 25, 26, 27	4	4	4
History 27, 28	4	4	
Social studies (elective)			4
Physical education	1	1	1

Sophomore Year

Major instrument (woodwind or brass)	1	1	1
Piano 55b, 56b, 57b	1	1	1
Music Theory 64xl, 65xl, 66xl (including keyboard harmony)	5	5	5
History of Music 73, 74, 75	2	2	2
Orchestra 51a, 61b, 61c or Band 52a, 52b, 52c, and Recitals	0	0	0
English 73, 74	4	4	
Speech 31			4
Biology 37, 38	4	4	
Musical Accoustics 20			4

Junior Year

Major Instrument (woodwind or brass)	2	2	2
String Instrument (violin, viola, 'cello, or string bass)	2	2	2
Music Theory 114, 115, 116 (Harmonic and Form Analysis)	2	2	2
Music Education 70, 71, 72	2	2	2
Music Education 126, 127, 128	1	1	1
Music Education 191, 192, 193	2	2	2
Orchestra 101a, 101b, 101c, or Band 102a, 102b, 102c, and Recitals	0	0	0
Mathematics 21 or 31	4		
Health 79		4	
Psychology 65			4
Physical education	1	1	1

Senior Year

Major Wood Instrument	4	4	4
Brass or Woodwind Instrument	2	2	2
Music Theory 167, 168, 169 (Orchestration)	2	2	2
Music Education 120, 121b, 122b	2	2	2
Music 194, 195, 196	2	2	2
Orchestra 151a, 151b, 151c or Band 152a, 152b 155c, and Recitals	0	0	0
Psychology 132		4	
Psychology 119	4		
Education 169			4
Education 113	4		
Directed Teaching 184, 186		5	5

MUSIC EDUCATION MAJOR

(Instrumental Supervisor)

(Leading to degree of Bachelor of Music Education)

Freshman Year

Major instrument (violin, viola, 'cello, or string bass)	1	1	1
Piano 25b, 26b, 27b	1	1	1
Music Theory 34xl, 35xl, 36xl (including keyboard harmony)	5	5	5
Survey of Music Literature 43, 44, 45	2	2	2
Orchestra 21a, 21b, 21c, and Recitals	0	0	0
English 25, 26, 27	4	4	4
History 27, 28	4	4	
Social studies (elective)			4
Physical education	1	1	1

Sophomore Year

Major instrument (violin, viola, 'cello, or string bass)	1	1	1
Piano 55b, 56b, 57b	1	1	1
Music Theory 64xl, 65xl, 66xl (including keyboard harmony)	5	5	5
History of Music 73, 74, 75	2	2	2
Orchestra 51a, 51b, 51c, and Recitals	0	0	0
English 73, 74	4	4	
Speech 31			4
Biology 37, 38	4	4	
Musical Accoustics 20			4

Junior Year

Major Instrument (violin, viola, cello, or string bass)	2	2	2
Woodwind Instrument (flute, oboe, clarinet or bassoon)	2	2	2
Music Theory 114, 115, 116 (Harmonic and Form Analysis)	2	2	2
Music Education 70, 71, 72	2	2	2
Music Education 126, 127, 128	1	1	1
Music Education 191, 192, 193	2	2	2
Orchestra 101a, 101b, 101c, and Recitals	0	0	0
Mathematics 21 or 31	4		
Health 79		4	
Psychology 65			4
Physical education	1	1	1

Senior Year

Major Instrument (violin, viola, cello, or string bass)	2	2	2
Brass Instrument (trumpet, French horn, trombone, or tuba)	2	2	2
Music Theory 167, 168, 169 (Orchestration)	2	2	2
Music Education 120, 121b, 122b	2	2	2
Music Education 194, 195, 196	2	2	2
Orchestra 151a, 151b, 151c, and Recitals	0	0	0
Psychology 119	4		
Psychology 132		4	
Education 169			4
Education 113		4	
Directed Teaching 184, 186		5	5

WIND INSTRUMENT MAJOR

(Flute, Oboe, Clarinet, Bassoon, French Horn, Trumpet Trombone, and Tuba)

(Leading to degree of Bachelor of Music)

Freshman Year

Major Wind Instrument	2	2	2
Piano 25b, 26b, 27b	1	1	1
Music Theory 34xl, 35xl, 36xl (including keyboard harmony)	5	5	5
Survey of Music Literature 43, 44, 45	2	2	2
Orchestra 21a, 21b, 21c or Band 22a, 22b, 22c, and Recitals	0	0	0
English 25, 26, 27	4	4	4
History 27, 28	4	4	
Musical Accoustics 20			4

Sophomore Year

Major Wind Instrument	3	3	3
Piano 55b, 56b, 57b	1	1	1
Music Theory 64xl, 65xl, 66xl (including keyboard harmony)	5	5	5
History of Music 73, 74, 75	2	2	2
Music Education 28xl, 29xl, 30xl	2	2	2

Orchestra 51a, 51b, 51c or Band 52a, 52b, 52c, and Recitals	0	0	0
English 73, 74	4	4	
Psychology 65			4
Physical education	1	1	1

Junior Year

Major Wood Instrument	4	4	4
Music Theory 114, 114, 116 (Harmonic and Form Analysis)	2	2	2
Music Theory 117, 118, 119 (Counterpoint)	2	2	2
Music Education 126, 127, 128	1	1	1
Wind Ensemble 123xl, 124xl, 125xl	2	2	2
Orchestra 101a, 101b, 101c or Band 102a, 102b, 102c, and Recitals	0	0	0
Foreign language (French or German)	4	4	4
Physical education	1	1	1

Senior Year

Major Wind Instrument	4	4	4
Music Theory 164, 165, 166 (Composition)	2	2	2
Music Theory 167, 168, 169 (Orchestration)	2	2	2
Advanced Wind Ensemble 173xl, 174xl, 175xl	2	2	2
Instrumental Pedagogy 182xl, 183xl, 184xl	3	3	3
Psychology 119	4		
Education 113		4	
Education 169			4

MUSIC THERAPY MAJOR

(Leading to degree of Bachelor of Music)

Freshman Year

Piano 25b, 26b, 27b	1	1	1
Voice Minor 28b, 29b, 30b	1	1	1
Music Theory 34xl, 35xl, 36xl (including keyboard harmony)	5	5	5
Music 43, 44, 45 (Survey of Music Literature)	2	2	2
Music 20a, 20b, 20c (Chorus) and Recitals	0	0	0
English 25, 26, 27 (English Composition)	4	4	4
History 27, 28, (World Civilization)	4	4	
Sociology 63 (Introduction to Sociology)			4
Phsical education 1mw, 2mw, 3mw	1	1	1
	18	18	18

Sophomore Year

Piano Major 55b, 56b, 57b	1	1	1
Music Theory 64xl, 65xl, 66xl (including keyboard harmony)	5	5	5
Music 73, 74, 75 (History of Music)	2	2	2
Music 50a, 50b, 50c (Chorus) and Recitals	0	0	0
English 73 (Introduction to Literature)	4		
English 74 (Introduction to Literature)		4	
Speech 31 (Oral Communication)			4
Biology 37, 38	4	4	
Psychology 65 (General Psychology)			4
	17	17	17

Junior Year

Wind Ensemble F			
Piano Major 105b, 160b, 107b	1	1	1
Organ Minor 46b, 47b, 48b	1	1	1
Music 114, 115, 116 (Form and Analysis)	2	2	2
Music Education 170, 17a (Strings)	2	2	

Music Education 171 (Woodwinds)			2
Music Education 126, 127, 128 (Conducting)	1	1	1
Music 100a, 100b, 100c (Chorus) and Recitals	0	0	0
Music Education 70 (Elementary Music Methods)	2		
Music 241 (Music Therapy I: Introduction to Music Therapy)		4	
Physiology 129			4
Psychology 137 (Mental Hygiene)	4		
Psychology 116 (Human Growth and Development)		4	
Sociology 139 (Social Psychology)			4
Music 252, 253, 254 (Functional Piano)	1	1	1
Physical education 117a (Square Dancing)	1		
Physical education 121a (Modern Dancing)		1	
Physical education 173a (Social Dancing)			1
	15	17	17

Senior Year

Piano Major 155b, 156b, 157b	1	1	1
Organ Minor 76b, 77b, 78b	1	1	1
Music 167, 168, 169 (Orchestration)	2	2	2
Music 150a, 150b, 150c (Chorus) and Recitals	0	0	0
Music Education 171a (Wodwinds)	2		
Music Education 172, 172a (Brass)		2	2
Music 250 (Influence of Music on Behavior)		4	
Music 251 (Psychological Foundations of Music)	4		
Music 242 (Music Therapy II: Problems and Procedures)			4
Music 243 (Recreational Music)		4	
Psychology 191 (Abronmal Psychology)	4		
Psychology 196 (Clinical Psychology)		4	
Sociology 147 (The Family)			4
	14	18	14

Internship Requirement: This course is followed by a six months' internship in an approved neuropsychiatric hospital. Students planning to work with mentally retarded children, handicapped children, or in other clinical areas are advised to spend an additional period of internship in an appropriate institution. To internship is in addition to the on-campus work. Some background in the biological sciences, psychology, and social studies is essential.

MUSIC LITERATURE MAJOR

(Leading to degree of Bachelor of Music)

Freshman Year

Applied music major	1	1	1
Piano 25b, 26b, 27b	1	1	1
Music 34xl, 35xl, 36xl (including keyboard harmony)	5	5	5
Survey of Music Literature 43, 44, 45	2	2	2
English 25, 26, 27	4	4	4
History 27, 28	4	4	
Science 20 (Musical Acoustics)			4
Physical education	1	1	1
Chorus 20a, b, c, Orchestra 21a, b, c, or Band 22a, b, c, and Recitals	0	0	0

Sophomore Year

Applied music major	1	1	1
Piano 55b, 56b, 57b	1	1	1
Music Theory 64xl, 65xl, 66xl (including keyboard harmony)	5	5	5
History of Music 73, 74, 75	2	2	2

English 73, 74	4	4	
Psychology 65			4
German 35, 36, 37	4	4	4
Physical education	1	1	1
Chorus 50a, b, c, Orchestra 51a, b, c, or Band 52a, b, c, and Recitals	0	0	0

Junior Year

Applied music major	1	1	1
Music Theory 114, 115, 166 (Harmonic and Form Analysis)	2	2	2
Music Theory 117, 118, 119 (Counterpoint)	2	2	2
Music Education 126, 127, 128 (Conducting)	1	1	1
Music 224, 225, 226 (Introduction to Musical Research	2	2	2
Music 216, 216, 217 (History of Opera)	2	2	2
Theatre 106a, 106b, 106c (History of Theatre)	2	2	22
German 85, 86, 87	4	4	4
Chorus 100a, b, c, Orchestra 101a, b, c, or Band 102a, b, c, and Recitals	0	0	0

Senior Year

Applied music major	1	1	1
Music Theory 164, 165, 166 (Composition)	2	2	2
Music Theory 167, 168, 169 (Orchestration)	2	2	2
History 156 (Survey of Western intellectual development)	4		
Art 113 (History of Art)		4	
Journalism 151 (Specialized Reporting)			4
Music (Symphonic Literature)	2	2	2
Music 215, 216, 217 (Choral Literature)	2	2	2
Music 227, 228, 229 (Seminar)	2	2	2
Chorus 150a, b, c, Orchestra 151a, b, c, or Band 152a, b, c, and Recitals	0	0	0
Music 218 219, 220 (Chamber Music)	2	2	2
Music 221, 222, 223 (Piano Literature)	1	1	1

Practice

Regular hours of practice are asigned each student by the chairman of the division. The number of hours of daily practice depends on the classification of the student. Bachelor of Music students are required to practice four hours daily throughout their four years. If students of other classifications, one or two hours of daily practice are required.

Recitals

In order that students may become accustomed to appearing in public, frequent afternoon recitals are given. Public recitals are given by advanced students as often as is consistent with their regular work.

All applicants for the Bachelor of Music and Bachelor of Music Education are required to appear on afternoon programs, once in the freshman year, twice in the sophomore year and three times in both junior and senior years.

Opportunities are given students to hear the best music in concerts given by the members of the music faculty and visiting artists. Attendance at all recitals is obligatory.

Special Requirements

All dormitory students are required to practice in the Fine Arts Building under supervision.

All students, regular or special, are required to sing or play in any chorus, quartet, orchestra, or band, in which their presence may be desired.

No student in the department of Music may appear as a representative of the college in a public musical performance except by permission of the chairman of the Division of Fine Arts.

APPLIED MUSIC

Freshman	Sophomore	Junior	Senior
Piano 25a—3 hrs.	Piano 55a—4 hrs.	Piano 105a—4 hrs.	Piano 155a—4 hrs.
Piano 25b—1 hr.	Piano 55b—1 hr.	Piano 105b—1 hr.	Piano 155b—1 hr .
Piano 25c—2 hrs.	Piano 55c—2 hrs.	Piano 105c—2 hrs.	Piano 155c—2 hrs.
Piano 26a—3 hrs.	Piano 56a—4 hrs.	Piano 106a—4 hrs.	Piano 156a—4 hrs.
Piano 26b—1 hr.	Piano 56b—1 hr.	Piano 106b—1 hr.	Piano 156b—1 hr.
Piano 26c—2 hrs.	Piano 56c—2 hrs.	Piano 106c—2 hrs.	Piano 156c—2 hrs.
Piano 27a—3 hrs.	Piano 57a—4 hrs.	Piano 107a—4 hrs.	Piano 157a—4 hrs.
Piano 27b—1 hr.	Piano 57b—1 hr.	Piano 107b—1 hr.	Piano 157b—1 hr.
Piano 27c—2 hrs.	Piano 57c—2 hrs.	Piano 107c—2 hrs.	Piano 157c—2 hrs.

VIOLIN

Freshman	Sophomore	Junior	Senior
Violin 31a—3 hrs.	Violin 61a—3 hrs.	Violin 111a—4 hrs.	Violin 161a—4 hrs.
Violin 31a—3 hrs.	Violin 61a—3 hrs.	Violin 111a—4 hrs.	Violin 161a—4 hrs.
Violin 31b—1 hr.	Violin 61b—1 hr.	Violin 111b—1 hr.	Violin 161b—1 hr.
Violin 31c—2 hrs.	Violin 61c—2 hrs.	Violin 111c—2 hrs.	Violin 161c—2 hrs.
Violin 32a—3 hrs.	Violin 62a—3 hrs.	Violin 112a—4 hrs.	Violin 162a—4 hrs.
Violin 32b—1 hr.	Violin 62b—1 hr.	Violin 112b—1 hr .	Violin 162b—1 hr.
Violin 32c—2 hrs.	Violin 62c—2 hrs.	Violin 112c—2hrs.	Violin 162c—2 hrs.
Violin 33a—3 hrs.	Violin 63a—3 hrs.	Violin 113a—4 hrs.	Violin 163a—4 hrs.
Violin 33b—1 hr.	Violin 63b—1 hr.	Violin 113b—1 hr.	Violin 163b—1 hr .
Violin 33c—2 hrs.	Violin 63c—2 hrs.	Violin 113c—2 hrs.	Violin 163c—2 hrs.

VIOLA

Freshman	Sophomore	Junior	Senior
Viola 31xla–3 hrs.	Viola 61xla–3 hrs.	Viola 111xla–4 hrs.	Viola 161xla–4 hrs.
Viola 31xlb–1 hr.	Viola 61xlb–1 hr.	Viola 111xlb–1 hr.	Viola 161xlb–1 hr.
Viola 31xlc–2 hrs.	Viola 61xlc–2 hrs.	Viola 111xlc–2 hrs.	Viola 161xlc–2 hrs.
Viola 32xla–3 hrs.	Viola 62xla–3 hrs.	Viola 112xla–4 hrs.	Viola 162xla–4 hrs.
Viola 32xlb–1 hr.	Viola 62xlb–1 hr.	Viola 112xlb–1 hr.	Viola 162xlb–1 hr.
Viola 32xlc–2 hrs.	Viola 62xlc–2 hrs.	Viola 112xlc–2 hrs.	Viola 162xlc–2 hrs.
Viola 33xla–3 hrs.	Viola 63xla–3 hrs.	Viola 113xla–4 hrs.	Viola 163xla–4 hrs.
Viola 33xlb–1 hr.	Viola 63xlb–1 hr.	Viola 113xlb–1 hr.	Viola 163xlb–1 hr.
Viola 33xlc–2 hrs.	Viola 63xlc–2 hrs.	Viola 113xlc–2 hrs.	Viola 163xlc–2 hrs.

VIOLONCELLO

Freshman		Junior	
Violoncello 22a	3 hr .	Violoncello 102a	4 hrs.
Violoncello 22b	1 hr.	Violoncello 102b	1 hr.
Violoncello 22c	2 hrs.	Violoncello 102c	2 hrs.
Violoncello 23a	3 hrs.	Violoncello 103a	4 hrs.
Violoncello 23b	1 hr.	Violoncello 103b	1 hr.
Violoncello 23c	2 hrs.	Violoncello 103c	2 hrs.
Violoncello 24a	3 hrs.	Violoncello 104a	4 hrs.
Violoncello 24b	1 hr.	Violoncello 104b	1 hr.
Violoncello 24c	2 hrs.	Violoncello 104c	2 hrs

Sophomore		Senior	
Violoncello 52a	3 hrs.	Violoncello 152a	4 hrs.
Violoncello 52b	1 hr.	Violoncello 152b	1 hr.
Violoncello 52c	2 hrs.	Violoncello 152c	2 hrs.
Violoncello 53a	3 hrs.	Violoncello 153a	4 hrs.
Violoncello 53b	1 hr.	Violoncello 153b	1 hr.
Violoncello 53c	2 hrs.	Violoncello 153c	2 hrs.
Violoncello 54a	3 hrs.	Violoncello 154a	4 hrs.
Violoncello 54b	1 hr.	Violoncello 154b	1 hr.
Violoncello 54c	2 hr .	Violoncello 154c	2 hrs.

STRING BASS

Freshman		Junior	
String Bass 22xla	3 hrs.	String Bass 102xla	4 hrs.
String Bass 22xlb	1 hr.	String Bass 102xlb	1 hr.
String Bass 22xlc	2 hrs.	String Bass 102xlc	2 hrs.
String Bass 23xla	3 hrs.	String Bass 103xla	4 hrs.
String Bass 23xlb	1 hr.	String Bass 103xlb	1 hr.
String Bass 23xlc	2 hrs.	String Bass 103xlc	2 hrs.
String Bass 24xla	3 hrs.	String Bass 104xla	4 hrs.
String Bass 24xlb	1 hr.	String Bass 104xlb	1 hr.
String Bass 24xlc	2 hrs.	String Bass 104xlc	2 hrs.

Sophomore		Senior	
String Bass 52xla	3 hrs.	String Bass 152xla	4 hrs.
String Bass 52xlb	1 hr.	String Bass 152xlb	1 hr.
String Bass 52xlc	2 hrs.	String Bass 152xlc	2 hrs.
String Bass 53xla	3 hrs.	String Bass 153xla	4 hrs.
String Bass 53xlb	1 hr.	String Bass 153xlb	1 hr.
String Bass 53xlc	2 hrs.	String Bass 153xlc	2 hrs.
String Bass 54xla	3 hrs.	String Bass 154xla	4 hrs.
String Bass 54xlb	1 hr.	String Bass 154xlb	1 hr.
String Bass 54xlc	2 hrs.	String Bass 154xlc	2 hrs.

FLUTE

Freshman	Sophomore	Junior	Senior
Flute 25xla–3 hrs.	Flute 55xla–3 hrs.	Flute 105xla– 4hrs.	Flute 155xla–4 hrs.
Flute 25xlb–1 hr.	Flute 55xlb–1 hr.	Flute 105xlb–1 hr.	Flute 155xlb–1 hr.
Flute 25xlc–2 hrs.	Flute 55xlc–2 hrs.	Flute 105xlc–2 hrs.	Flute 155xlc–2 hrs.
Flute 26xla–3 hrs.	Flute 56xla–3 hrs.	Flute 106xla–4 hrs.	Flute 156xla–4 hrs.
Flute 26xlb–1 hr.	Flute 56xlb– 1hr .	Flute 106xlb–1 hr.	Flute 156xlb–1 hr.
Flute 26xlc–2 hrs.	Flute 56xlc–2 hr .	Flute 106xlc–2 hrs.	Flute 156xlc–2 hrs.
Flute 27xla–3 hrs.	Flute 57xla–3 hrs.	Flute 107xla–4 hrs.	Flute 157xla–4 hrs.
Flute 27xlb–1 hr .	Flute 57xlb–1 hr .	Flute 107xlb–1 hr.	Flute 157xlb–1 hr.
Flute 27xlc–2 hrs.	Flute 57xlc–2 hrs.	Flute 107xlc–2 hrs.	Flute 157xlc–2 hrs.

OBOE

Freshman	Sophomore	Junior	Senior
Oboe 25x2a–3 hrs.	Oboe 55x2a–3 hrs.	Oboe 105x2a–4 hrs.	Oboe 155x2a–4 hrs.
Oboe 25x2b–1 hr.	Oboe 55x2b–1 hr.	Oboe 105x2b–1 hr.	Oboe 155x2b–1 hr.
Oboe 25x2c–2 hrs.	Oboe 55x2c–2 hrs.	Oboe 105x2c–2 hrs.	Oboe 155x2c–2 hrs.
Oboe 26x2a–3 hrs.	Oboe 56x2a–3 hrs.	Oboe 106x2a–4 hrs.	Oboe 156x2a–4 hrs.
Oboe 26x2b–1 hr.	Oboe 56x2b–1 hr.	Oboe 106x2b– 1hr.	Oboe 156x2b–1 hr.
Oboe 26x2c–2 hrs.	Oboe 56x2c–2hrs.	Oboe 106x2c–2 hrs.	Oboe 156x2c–2 hrs.
Oboe 27x2a–3 hrs.	Oboe 57x2a–3 hrs.	Oboe 107x2a–4 hrs.	Oboe 157x2a–4 hrs.
Oboe 27x2b–1 hr.	Oboe 57x2b–1 hr.	Oboe 107x2b–1 hr.	Oboe 157x2b–1 hr.
Oboe 27x2c–2 hrs.	Oboe 57x2c–2 hrs.	Oboe 107x2c–2 hrs.	Oboe 157x2c–2 hrs.

CLARINET

Freshman		Junior	
Clarinet 25x3a	3 hrs.	Clarinet 105x3a	4 hrs.
Clarinet 25x3b	1 hr.	Clarinet 105x3b	1 hr.
Clarinet 25x3c	2 hrs.	Clarinet 105x3c	2 hrs.
Clarinet 26x3a	3 hrs.	Clarinet 106x3a	4 hrs.
Clarinet 26x3b	1 hr.	Clarinet 106x3b	1 hr.
Clarinet 26x3c	2 hrs.	Clarinet 106x3c	2 hrs.
Clarinet 27x3a	3 hrs.	Clarinet 107x3a	4 hrs.
Clarinet 27x3b	1 hr.	Clarinet 107x3b	1 hr.
Clarinet 27x3c	2 hrs.	Clarinet 107x3c	2 hrs.

Sophomore		Senior	
Clarinet 55x3a	3 hrs.	Clarinet 155x3a	4 hrs.
Clarinet 55x3b	1 hr.	Clarinet 155x3b	1 hr.
Clarinet 55x3c	2 hrs.	Clarinet 155x3c	2 hrs.
Clarinet 56x3a	3 hrs.	Clarinet 156x3a	4 hrs.
Clarinet 56x3b	1 hr.	Clarinet 156x3b	1 hr.
Clarinet 56x3c	2 hrs.	Clarinet 156x3c	2 hrs.
Clarinet 57x3a	3 hrs.	Clarinet 157x3a	4 hrs.
Clarinet 57x3b	1 hr.	Clarinet 157x3b	1 hr.
Clarinet 57x3c	2 hrs.	Clarinet 157x3c	2 hrs.

BASSOON

Freshman		Junior	
Bassoon 25x4a	3 hrs.	Bassoon 105x4a	4 hrs.
Bassoon 25x4b	1 hr.	Bassoon 105x4b	1 hr.
Bassoon 25x4c	2 hrs.	Bassoon 105x4c	2 hrs.
Bassoon 26x4a	3 hrs.	Bassoon 106x4a	4 hrs.
Bassoon 26x4b	1 hr.	Bassoon 106x4b	1 hr.
Bassoon 26x4c	2 hrs.	Bassoon 106x4c	2 hrs.
Bassoon 27x4a	3 hrs.	Bassoon 107x4a	4 hrs.
Bassoon 27x4b	1 hr.	Bassoon 107x4b	1 hr.
Bassoon 27x4c	2 hrs.	Bassoon 107x4c	2 hrs.

Sophomore		Senior	
Bassoon 55x4a	3 hrs.	Bassoon 155x4a	4 hrs.
Bassoon 55x4b	1 hr.	Bassoon 155x4b	1 hr.
Bassoon 55x4c	2 hrs.	Bassoon 155x4c	2 hrs.
Bassoon 56x4a	3 hrs.	Bassoon 156x4a	4 hrs.
Bassoon 56x4b	1 hr.	Bassoon 156x4b	1 hr.
Bassoon 56x4c	2 hrs.	Bassoon 156x4c	2 hrs.
Bassoon 57x4a	3 hrs.	Bassoon 157x4a	4 hrs.
Bassoon 57x4b	1 hr.	Bassoon 157x4b	1 hr.
Bassoon 57x4c	2 hrs.	Bassoon 157x4c	2 hrs.

FRENCH HORN

Freshman		Junior	
F. Horn 25x5a	3 hrs.	F. Horn 105x5a	4 hrs.
F. Horn 25x5b	1 hr.	F. Horn 105x5b	1 hr.
F. Horn 25x5c	2 hrs.	F. Horn 105x5c	2 hrs.
F. Horn 26x5a	3 hrs.	F. Horn 106x5a	4 hrs.
F. Horn 26x5b	1 hr.	F. Horn 106x5b	1 hr.
F. Horn 26x5c	2 hrs.	F. Horn 106x5c	2 hrs.
F. Horn 27x5a	3 hrs.	F. Horn 107x5a	4 hrs.
F. Horn 27x5b	1 hr.	F. Horn 107x5b	1 hr.
F. Horn 27x5c	2 hrs.	F. Horn 107x5c	2 hrs.

Sophomore		Senior	
F. Horn 55x5a	3 hrs.	F. Horn 155x5a	4 hrs.
F. Horn 55x5b	1 hr.	F. Horn 155x5b	1 hr.
F. Horn 55x5c	2 hrs.	F. Horn 155x5c	2 hrs.
F. Horn 56x5a	3 hrs.	F. Horn 156x5a	4 hrs.
F. Horn 56x5b	1 hr.	F. Horn 156x5b	1 hr.
F. Horn 56x5c	2 hrs.	F. Horn 156x5c	2 hrs.
F. Horn 57x5a	3 hrs.	F. Horn 157x5a	4 hrs.
F. Horn 57x5b	1 hr.	F. Horn 157x5b	1 hr.
F. Horn 57x5c	2 hrs.	F. Horn 157x5c	2 hrs.

TRUMPET

Freshman		Junior	
Trumpet 25x6a	3 hrs.	Trumpet 105x6a	'4 hrs.
Trumpet 25x6b	1 hr.	Trumpet 105x6b	1 hr.
Trumpet 25x6c	2 hr.s	Trumpet 105x6c	2 hrs.
Trumpet 26x6a	3 hrs.	Trumpet 106x6a	4 hrs.
Trumpet 26x6b	1 hr.	Trumpet 106x6b	1 hr.
Trumpet 26x6c	2 hrs.	Trumpet 106x6c	2 hrs.
Trumpet 27x6a	3 hrs.	Trumpet 107x6a	4 hr.s
Trumpet 27x6b	1 hr.	Trumpet 107x6b	1 hr.
Trumpet 27x6c	2 hrs.	Trumpet 107x6c	2 hrs.

Sophomore		Senior	
Trumpet 55x6a	3 hrs.	Trumpet 155x6a	4 hrs.
Trumpet 55x6b	1 hr.	Trumpet 155x6b	1 hr.
Trumpet 55x6c	2 hrs.	Trumpet 155x6c	2 hrs.
Trumpet 56x6a	3 hrs.	Trumpet 156x6a	4 hrs.
Trumpet 56x6b	1 hr.	Trumpet 156x6b	1 hr.
Trumpet 56x6c	2 hrs.	Trumpet 156x6c	2 hrs.
Trumpet 57x6a	3 hrs.	Trumpet 157x6a	4 hrs.
Trumpet 57x6b	1 hr.	Trumpet 157x6b	1 hr.
Trumpet 57x6c	2 hrs.	Trumpet 157x6c	2 hrs.

TROMBONE

Freshman		Junior	
Trombone 25x7a	3 hrs.	Trombone 105x7a	4 hrs.
Trombone 25x7b	1 hr.	Trombone 105x7b	1 hr.
Trombone 25x7c	2 hrs.	Trombone 105x7c	2 hrs.
Trombone 26x7a	3 hrs.	Trombone 106x7a	4 hrs.
Trombone 26x7b	1 hr.	Trombone 106x7b	1 hr.
Trombone 26x7c	2 hrs.	Trombone 106x7c	2 hrs.
Trombone 27x7a	3 hrs.	Trombone 107x7a	4 hrs.
Trombone 27x7b	1 hr.	Trombone 107x7b	1 hr.
Trombone 27x7c	2 hrs.	Trombone 107x7c	2 hrs.

Sophomore		Senior	
Trombone 55x7a	3 hrs.	Trombone 155x7a	4 hrs.
Trombone 55x7b	1 hr.	Trombone 155x7b	1 hr.
Trombone 55x7c	2 hrs.	Trombone 155x7c	2 hrs.
Trombone 56x7a	3 hrs.	Trombone 156x7a	4 hrs.
Trombone 56x7b	1 hr.	Trombone 156x7b	1 hr.
Trombone 56x7c	2 hrs.	Trombone 156x7c	2 hrs.
Trombone 57x7a	3 hrs.	Trombone 157x7a	4 hrs.
Trombone 57x7b	1 hr.	Trombone 157x7b	1 hr.
Trombone 57x7c	2 hrs.	Trombone 157x7c	2 hrs.

TUBA

Freshman	Sophomore	Junior	Senior
Tuba 25x8a–3 hrs.	Tuba 55x8a–3 hrs.	Tuba 105x8a–4 hrs.	Tuba 155x8a–4 hrs.
Tuba 25x8b– 1hr.	Tuba 55x8b–1 hr.	Tuba 105x8b–1hr.	Tuba 155x8b–1 hr.
Tuba 25x8c–2 hrs.	Tuba 55x8c–2 hrs.	Tuba 105x8c–2 hrs.	Tuba 155x8c–2 hrs.
Tuba 26x8a–3 hrs.	Tuba 56x8a–3 hrs.	Tuba 106x8a–4 hrs.	Tuba 156x8a–4 hr .
Tuba 26x8b–1 hr.	Tuba 56x8b–1 hr.	Tuba 106x8b–1 hr.	Tuba 156x8b–1hr.
Tuba 26x8c–2 hrs.	Tuba 56x8c–2 hr.s	Tuba 106x8c–2 hrs.	Tuba 156x8c–2 hrs.
Tuba 27x8a–3 hrs.	Tuba 57x8a–3 hrs.	Tuba 107x8a–4 hrs.	Tuba 157x8a–4 hrs.
Tuba 27x8b–1 hr.	Tuba 57x8b–1 hr.	Tuba 107x8b–1 hr.	Tuba 157x8b–1 hr.
Tuba 27x8c–2 hrs.	Tuba 57x8c–2 hrs.	Tuba 107x8c–2 hrs.	Tuba 157x8c–2 hrs.

PERCUSSION

Freshman		Sophomore	
Percussion 25x9a	3 hrs.	Percussion 55x9a	3 hrs.
Percussion 25x9b	1 hr.	Percussion 55x9b	1 hr.
Percussion 25x9c	2 hrs.	Percussion 55x9c	2 hrs.
Percussion 26x9a	3 hrs.	Percussion 56x9a	3 hrs.
Percussion 26x9b	1 hr.	Percussion 56x9b	1 hr.
Percussion 26x9c	2 hrs.	Percussion 56x9c	2 hrs.
Percussion 27x9a	3 hr .	Percussion 57x9a	3 hrs.
Percussion 27x9b	1 hr.	Percussion 57x9b	1 hr.
Percussion 27x9c	2 hrs.	Percussion 57x9c	2 hrs.

Senior		Junior	
Percussion 155x9a	4 hrs.	Percussion 105x9a	4 hrs.
Percussion 155x9b	1 hr.	Percussion 105x9b	1 hr.
Percussion 155x9c	2 hrs.	Percussion 105x9c	2 hrs.
Percussion 156x9a	4 hrs.	Percussion 106x9a	4 hrs.
Percussion 156x9b	1 hr.	Percussion 106x9b	1 hr.
Percussion 156x9c	2 hrs.	Percussion 106x9c	2 hrs.
Percussion 157x9a	4 hrs.	Percussion 107x9a	4 hrs.
Percussion 157x9b	1 hr.	Percussion 107x9b	1 hr.
Percussion 157x9c	2 hrs.	Percussion 107x9c	2 hrs.

VOICE

Freshman	Sophomore	Junior	Senior
Voice 28a—3 hrs.	Voice 58a—3 hrs.	Voice 108a—4 hrs.	Voice 158a—4 hrs.
Voice 28b—1 hr.	Voice 58b—1 hr.	Voice 108b—1 hr.	Voice 158b—1 hr .
Voice 28c—2 hrs.	Voice 58c—2 hrs.	Voice 108c—2 hrs.	Voice 158c—2 hrs.
Voice 29a—3 hrs.	Voice 59a—3 hrs.	Voice 109a—4 hrs.	Voice 159a—4 hrs.
Voice 29b—1 hr.	Voice 59b—1 hr.	Voice 109b—1 hr.	Voice 159b—1 hr.
Voice 29c—2 hrs.	Voice 59c—2 hrs.	Voice 109c—2 hrs.	Voice 159c—2 hrs.
Voice 30a—3 hrs.	Voice 60a—3 hrs.	Voice 110a—4 hrs.	Voice 160a—4 hrs.
Voice 30b—1 hr.	Voice 60b—1 hr.	Voice 110b—1 hr.	Voice 160b—1 hr.
Voice 30c—2 hrs.	Voice 60c—2 hrs.	Voice 110c—2 hrs.	Voice 160c—2 hrs.

ORGAN

Freshman	Sophomore	Junior	Senior
Organ 46a—2 hrs.	Organ 76a—3 hrs.	Organ 136a—3 hrs.	Organ 186a—3 hrs.
Organ 46b—1 hr .	Organ 76b—1 hr.	Organ 136b—1 hr.	Organ 186b—1 hr.
Organ 46c—2 hrs.	Organ 76c—2 hrs.	Organ 136c—2 hrs.	Organ 186c—2 hrs.
Organ 47a—2 hrs.	Organ 77a—3 hrs.	Organ 137a—3 hrs.	Organ 187a—3 hrs.
Organ 47b—1 hr.	Organ 77b—1 hr.	Organ 137b—1 hr.	Organ 187b—1 hr.
Organ 47c—2 hrs.	Organ 77c—2 hrs.	Organ 137c—2 hrs.	Organ 187c—2 hrs.
Organ 48a—2 hrs.	Organ 78a—3 hrs.	Organ 138a—3 hrs.	Organ 188a—3 hrs.
Organ 48b—1 hr.	Organ 78b—1 hr.	Organ 138b—1 hr.	Organ 188b—1 hr.
Organ 48c—2 hrs.	Organ 78c—2 hrs.	Organ 138c—2 hrs.	Organ 188c—2 hrs.

THEORY, MUSIC HISTORY, AND LITERATURE

20—Musical Accoustics.

An investigation of the nature and perception of musical sounds designed to lead to a better understanning of problems of tone production, intonation, and allied musical aspects.

34xl-35xl-36xl—Music Theory. Five hours each.

Prerequisite: A knowledge of music notation.

Scales, intervals, and part-writing, using triads, the dominant seventh chord, non-harmonic tones and modulation. Correlated keyboard harmony and dictation. Sight-singing in bass and treble clefs.

64xl-65xl-66xl—**Advanced Music Theory.** Five hours each.
Prerequisite: Music Theory 34xl, 35xl, 36xl.
Part-writing, including secondary seventh chords, altered chords, and ofreign modulation. Correlated keyboard harmony and dictation. Sight-singing in all clefs.

114-115-116—**Harmonic and Form Analysis.** Two hours.
Prerequisite: Advanced Music Theory 64xl, 65xl, 66xl.
Music of various periods is analyzed formally, harmonically, and contrapuntally.

117-118-119—**Counterpoint.** Two hours each.
Prerequisite: Advanced Music Theory 64xl, 65xl, 66xl.
Two, three, and four-voice contrapuntal writing in the style of Palestrina and/or Bach.

164-165-166—**Composition.** Two hours each.
Prerequisites: 114-115-116 and 117-118-119.
Composition in the smaller forms. Contemporary techniques.

167-168-169—**Orchestration.** Two hours each.
Prerequisite: 114-115-116.
A study of the instruments of the band and orchestra and scoring for small combinations and band, orchestra, and chorus.

197-198-199—**Advanced Counterpoint.** Two hours each.
Prerequisite: 117-118-119.
Eighteenth century canons and fugal writing. Sixteenth century writing in madrigal style.

200-201-202—**Advanced Composition.** Two hours each.
Prerequisite: 164-165-166.
Writing in larger forms for various choral and instrumental combinations.

203-204-205—**Advanced Orchestration.** Two hours each.
Prerequisite: 167-168-169.
43-44-45—**Survey of Music Literature.** Two hours each.
A cultural course in the appreciation of music, planned to develop appreciative listening and individual understanding of a composer's musical message.

73-74-75—**History of Music.** Two hours each.
Prerequisite: 43-44-45.
Music of primitive nations; rise and developments of liturgy; the Polyphonic Age; the rise of opera and oratoria; the periods of Bach and Handel, Haydn, and Mozart; advent of Beethoven; American musical development.

206-207-208—**Music in World Civilization.** Two hours each.
A background of cultural history designed for the music student; the place of music in the educational, religious, social, and esthetic life of all peoples and oll ages.

215-216-217—**History of Opera.** Two hours each.
The history of the musical theatre from Greek drama to the present, with emphasis on the study of scores and recordings.

MUSIC LITERATURE

221-222-223—**Piano Literature.** One hour each.
Required of all senior piano majors.

224-225-226—**Vocal Literature.** One hour each.
Required of al lsenior voice majors.

227-228-229—**Instrumental Literature.** One hour each.
Required of al senior string or wind instrument majors.

ENSEMBLE

28xl-29xl-30xl—**Class Voice.** Two hours each.
A course meeting two hours per week. Emphasis is placed upon correct tone production and diction. Each student is given opportunity for individual aid. Elementary level.

123xl-124xl-125xl—**Ensemble.** Two hours each.
Prerequisite: Junior standing in the applied music area concerned.
Instrumental ensemble in piano organ, strings, and winds. The study and performance of two-piano literature, and/or ensemble work for strings, piano, organ, voice, woodwinds, and brasses.

173xl-174xl-175xl—**Advanced Ensemble.** Two hours each.
Prerequisite: 123xl, 124xl, 125xl, and senior standing in the applied music area concerned.
The study of chamber music literature with participation in public programs of chamber music.

MUSIC EDUCATION (Public School Music)

70—**Elementary Music Methods.** Two hours.
Procedures for teaching children in the first second, and third grades, with attention to remedial work for non-singers; presentation of rote songs; the child voice; development of rhythmic and melodic expression; reading readiness; listening.

71—**Intermediate Music Methods.** Two hours.
Problems peculiar to fourth, fifth, and sixth grades; music reading, listening, rhythmic and creative activities, part-singing, and the instrumental music program; appropriate materials for these grades.

72—**Junior High School Music Methods.** Two hours.
Materials and methods appropriate for the seventh, eighth, and ninth grades; continuation of part-singing; the adolescent voice; choral and instrumental activities; general music classes; materials suitable for junior high school students.

95—**Fundamentals of Music.** Four hours.
May not be applied toward a Bachelor of Music or Bachelor of Music Education degree.
A course designed to give students without previous musical experience a basic knowledge of the fundamentals of music; principles of notation, construction of major and minor scales, intervals, solmization, tendency tones, and triads.

96—**Music for Elementary School Children.** Four hours.
May not be applied toward a Bachelor of Music or Bachelor of Music Education degree.
Materials and methods of presenting music to children in the first six grades.

97—**The Enjoyment of Music.** Four hours.
Prerequisite: None.
May not be applied toward a Bachelor of Music or Bachelor of Music Education degree.
Elements and principles of music necessary for intelligent listening and appreciation; the chief developments in music history, the works of master composers, folk music, and trends in contemporary music; required reading and extensive listening.

120—**Senior High School Music Methods.** Two hours.

Prerequisite: Music 70-71-72.

Organization and administration of music in the high school; music in the assembly, visual aids, elective music classes, concerts and festivals, tests and measurements; development of public school music in the United States; current philosophies of music education.

121a—**Senior High School Choral Methods and Literature.** Two hours.

Prerequisite: Music 120.

Problems peculiar to the choral director; organization and administration of choral activities, voice class, small ensembles, boys' glee club, girls' glee club, chorus, public performances, and rehearsal techniques; materials for high school use.

121b—**Senior High School Instrumental Methods and Literature.** Two hours.

Prerequisite: Music 120.

The instrumental director and problems; rehearsal techniques, instrumental ensembles; problems of the string, woodwind, brass, and percussion groups; program building; minor instrument repairs; critical evaluation of materials.

122a—**Curriculum Problems in Music Education.** Two hours.

Prerequisite: Music 121a.

Discussion of problems of interest to students in music education; research by students in their particular phases of interest.

122b—**Organization and Administration of School Orchestra and Bands.** Two hours.

Prerequisite: Music 121b.

Techniques of promoting and maintaining successful orchestra, bands, and instrumental ensembles; research by students; emphasis on problems of marching bands and pageantry.

126-127-128—**Conducting.** One hour each.

Prerequisite: Advanced Muusic Theory 64xl, 65xl, 66xl.

Techniques of choral and instrumental conducting.

170-170a—**Instrumental Class (Strings).** Two hours each.

Practical string class instruction on the violin, viola, violoncello, and double bass; correct playing position for each instrument; materials for public school purposes.

171-171a—**Instrumental Class (Woodwinds).** Two hours each.

Woodwind class instruction of a practical nature on the clarinet, flute, oboe, and bassoon; embouchure and fingering problems of each instrument; materials for public school use.

172-172a—**Instrumental Class (Brass).** Two hours each.

Practical class instruction to general supervisory students on trumpet, mellophone, French horn, baritone, trombone, and tuba; critical examination of materials appropriate for use in public schools.

176-177-178—**Diction.** Two hours each.

Prerequisite: Junior voice.

The correct use and pronunciation of English, Italian, French and German as applied to the vocal art, with special stress on Italian.

179-180-181—**Vocal Pedagogy.** Three hours each.

Vocal characteristics of various types of voices; treatment for each type.

182-183-184—Piano Pedagogy. Three hours each.
Modern methods of teaching; lectures, observation of private and class lessons, and practice teaching under supervision; teaching piano to adults; practice teaching throughout the senior year under supervision.

185-186-187—Violin Pedagogy. Three hours each.
Different methods of presenting basic technical problems; review of various etudes, concertos, and other copositions; observation and participation in both individual and class teaching.

188-189-190—Opera Workshop. Two hours each.
Basic experience and actual participation in operas; acting; and production of works for the musical stage; actual operatic presentations. Required of all junior voice majors.

191—String Instruments Class Methods. Two hours.
Practical class instruction on the violin, viola, violoncello, and string bass; correct playing position for each instrument; problems of beginning string students; materials for public school classes.

192—Woodwind Instrument Class Methods and Reed Making. Two hours.
Practical class instruction on the clarinet, flute, oboe, and bassoon; embouchure and fingering problems; making and adjusting double reeds; materials appropriate for use in public schools.

193—Brass Instrument Class Methods. Two hours.
Class instruction of a practical nature on trumpet, mellophone, French, horn, baritone, trombone, and tuba; problems of beginning brass students; examination of materials suitable for public school use.

194—Advanced String Instrument Class Methods. Two hours.

195—Advanced Wind Instrument Class Methods. Two hours.

196—Percussion Instrument Class Methods. Two hours.
Practical class instruction on snare drum, timpani, marimba, bells, and other percussion instruments; material applicable for public school use.

209-210-211— Advanced Choral Conducting and Materials. Two hours. each.
Prerequisites: Music 126-127-128 and two years of voice.
Conducting and interpretation of representative works of the great choral schools and composers since the sixteenth century; opportunities for the formation of judgment of choral music. Church chorus and sacred music studied in fall quarter.

230-231-232—Advanced Instrumental Conducting and Study of Band and Orchestral Materials. Two hours each.

238-239-240—Opera Workshop. Two hours each.
A continuation of Music 188-189-190. Required of all senior voice majors.

CHURCH MUSIC

212-213-214—History of Church Music. Two hours each.
History of Christian church music, with emphasis on the use of literature; history of organ music, with emphasis on its use in the church service; practical aspects of the music of the church.

215-216-217—Practical Church Music. Two hours each.
Gregorian chant, its history and development; history of the Christian hymn; use of hymns in the modern service; methods of choir organization and training; the volunteer choir system; development of the church music library.

218-219-220—Liturgies. Two hours each.

Liturgy in worship; the Jewish, Eastern Orthodox, and Roman Catholic liturgies and their music; liturgies of the Reformation period; music of the Lutheran, Calvinist, and Anglican churches; music of the non-liturgical churches.

MUSIC THERAPY

241—Introduction to Music Therapy. Four hours.

Prerequisites: 4 hours each of biological science, psychology and sociology. Consent of instructon.

An introductory course in the therapeutic use of music in institutions and special schools; includes a survey of current research and experimental studies. Field trips and observations are part of course requirements.

242—Music Therapy II: Problems and Procedures. Four hours.

Prerequisites: Introduction to Music Therapy. Influence of music on Behavior, and Psychological Foundations of Music.

Survey of current methods and techniques in the functional use of music in schools, institutions, and industry. Primary emphasis is on problems and procedures relating to the therapeutic use of music in special schools and neuropsychiatric hospitals.

243—Recreational Music. Four hours.

Prerequisites: Functional Piano and Introduction to Music Therapy.

Materials and techniques useful in developing recreational music activities including vocal and instrumental ensembles, rhythm bands, musical games, and community singing.

250—Influence of Music on Behavior. Four hours.

Prerequisites: Introduction to Music Therapy, Physiology 129, Sociology 63, and Psychology 65.

A study of the physiological and psychological effects of music on behavior; this includes a survey of research and experimental studies.

250—Psychological Foundation of Music. Four hours.

Survey and investigation of the acoustical and psychological aspects of music; development of experimental procedures and laboratory practice in methods of research relating to music therapy.

252-253-254—Functional Piano. One hour each quarter.

Prerequisites: Music 25b, 26b, 27b, 55b, 56b, 57b.

A course designed to provide experience in sight-reading, transposition, and accompanying, using materials appropriate for recreational and functional music.

PRACTICAL MUSIC

20a-20b-20c—Choral Music. No credit.

50a-50b-50c—Choral Music. No credit.
Prerequisite: Music 20a-20b-20c.

100a-100b-100c—Choral Music. No credit.
Prerequisite: Music 50a-50b-50c.

150a-150b-150c—Choral Music. No credit.
Prerequisite: Music 100a-100b-100c.

21a-21b-21c—Orchestral Music. No credit.

51a-51b-51c—Orchestral Music. No credit.
Prerequisite: Music 21a-21b-21c.

101a-101b-101c—**Orchestral Music.** No credit.
Prerequisite: Music 51a-51b-51c.

1551a-151b-151c—**Orchestral Music.** No credit.
Prerequisite: Music 101a-101b-101c.

22a-22b-22c—**Band Music.** No credit.

52a-52b-52c—**Band Music.** No credit.
Prerequisite: Music 22a-22b-22c.

102a-102b-102c—**Band Music.** No credit.
Prerequisite: 52a-52b-52c.

152a-152b-152c—**Band Music.** No credit.
Prerequisite: 102a-102b-102c.

GRADUATE COURSES

APPLIED COURSES

502-503-504—**Violin or 'Cello.** Five hours each.

505-506-507—**Piano.** Five hours each.

508-509-510—**Voice.** Five hours each.

517-518-519—**Organ.** Five hours each.

THEORETICAL AND HISTORICAL

521-522-523—**Analytical Technic.** Two hours each.
A graduate course in the technic of Harmonic and Contrapuntal Analysis.

524-525-526—**Pedagogy of Theory.** Two hours each.
A course in the teaching of theory for the graduate student.

527-528-529—**Music Literature.** Four hours each.
Advanced work in various fields of musical literature with special emphasis on the style analysis and the performance of music of all periods.

536-537-538—**Advanced History of Music.** Four hours each.
A graduate seminar course in the various fields of music; individual reports and papers from members of the class.

MUSIC EDUCATION

530-531-532—**Psychology of Music.** Two hours each.
A course designed for teachers and prospective teachers of music, dealing with individual differences in musical capacities, and current psychological tests and measurements in music.

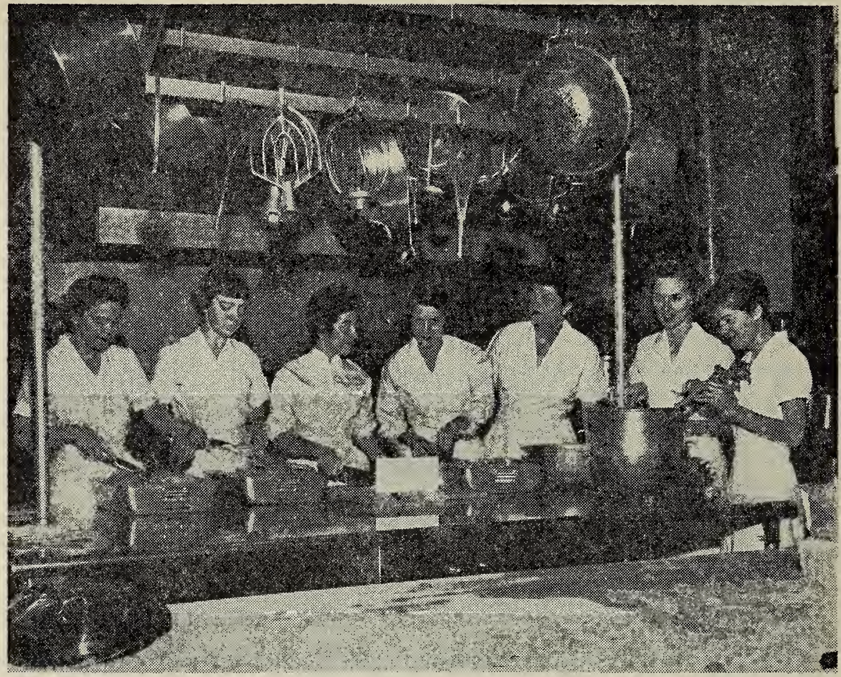
533-534-535—**Seminar in Music Education.** Two hours each.
Required of all students who are pursuing the master's degree in music education. Open by permission to other graduate students interested in teaching music in a university, college, conservatory, or public school.

Current philosophies of education and their application to music in the curriculum; individually chosen problems of special interest to students.

DIVISION OF HOME ECONOMICS

Bertha M. Fritzsche, Chairman

Barnett, Chichester, Drain, Frazier, Hamilton, Hansbrough, Hesson, Owings, Thompson



Home-Economics students with a major in Institution Management get experience in quantity food preparation and use of food service equipment.

PURPOSE

The curricula and courses in the Division of Home Economics are planned to place emphasis on improving family living by preparing students for homemaking and for vocations which will further the improvement of living within the family. Students may select major areas, minor areas, and/or electives from the offerings in this division.

ORGANIZATION

The Division of Home Economics is organized into six departments: Child Development, Clothing and Textiles, Food and Nutrition, Home-Economics Education, Housing and Home Management, and Marriage and Family Life. Majors are offered in child development, clothing merchandising, clothing and textiles, institution management, teaching homemaking, home-economics extension service, home economics in equipment, and homemaking. A two-year schedule which leads to a certificate is offered for school-lunch managers.

CURRICULUM—BASIC COLLEGE CORE

The core curriculum for the Bachelor of Science degree as outlined below is to be followed by the student who pursues any major in the Division of Home Economics with one exception, this exception being a major in homemaking for which the Bachelor of Arts degree is earned. See page 249 under the catalogue description for the Department of Marriage and Family Life.

Course	Hours
English 25, 26, 27—English Composition	12
English 73, 74—Introduction to Literature	8
Speech 31—Oral Communication	4
Sociology 63—Introduction to Sociology	4
Economics 54—Introduction to Economics	4
History 27—World Civilization to 1648 A. D.	4
History 28—World Civilization Since 1648 A. D.	4
Biology 37—Biology I	4

Whenever possible, home-economics majors should take the section designated as Biology 37H.

Biology 139—Bacteriology	4
Physical Science	8

For a major in teaching homemaking education, home-economics extension service, or institution management this requirement is met by Chemistry 25, 26, 27, which gives four quarter hours more than is needed for the Basic Core.

For a major in home economics in equipment, this requirement is met by Household Physics 137, to be taken during the junior or senior year, and one additional course, Biology 38.

For a major in Clothing Merchandising four hours of this requirement is met by Mathematics 120—Elementary Statistics, and four hours by Biology 38.

Students not following the professional teaching program may meet this requirement by Biology 38 giving a year in a laboratory science, and one course in mathematics.

Mathematics 31—College Algebra I	4
or	
Mathematics 21—Basic Mathematics (required for a major in Home Economics in Equipment)	
Psychology 65—General Psychology	4
Health 79—Personal Health	4
Physical Education (activity courses)	6
Health 133—First Aid	2
Health 134—Home Nursing	2

Students who major in Clothing and Textiles may substitute Health 151 for Health 133, 134.

In addition to the Basic College Core, the student selecting a major in the Division of Home Economics should take the following courses before the junior year:

Course	Hours
*Home Economics 22—Introduction to Home Economics	2
Foods and Nutrition 37—Food Study	4
Food and Nutrition 85—Meal Planning and Table Service	4
Clothing and Textiles 26 (or**50)—Selection of Clothing and Textiles	4

*Child Development 39—The Individual and The Family	4
Art 23—Beginning Design	4
Total for Home Economics Core for freshman and sophomore years	22

*Not required of transfers from junior colleges.
**Students who pass the placement test in Clothing and Textiles 26 may substitute Clothing and Textiles 50.

Students majoring in clothing merchandising are expected to complete before their junior year the following additional courses:

Course	Hours
Art 25—Introductory Art	4
Business Administration 40—Introduction to Business	4
Clothing and Textiles 50—Textiles and Clothing	4
Those not proficient in typing should take:	
Business Education 35 or 36—Typewriting	4

Schedule for Curricula

Leading to a Bachelor of Science Degree

Freshman Year

Course	Hours
Home Economics Education 22—Introduction to Home Economics	2
Food and Nutrition 37—Food Study	4
English 25, 26, 27—English Composition	12
History 27—World Civilization to 1648 A. D.	4
History 28—World Civilization Since 1648 A. D.	4
Clothing and Textiles 26—Selection of Clothing and Textiles or Clothing and Textiles 50—Textiles and Clothing	4
Mathematics 31—College Algebra I or Mathematics 21—Basic Mathematics	4
Biology 37—Biology I	4
Physical Education—one course to be taken each quarter	3
Art 23—Beginning Design	4
Child Development 39—The Individual and The Family	4
	49

Sophomore Year

Course	Hours
English 73, 74—Introduction to Literature	8
Sociology 63—Introduction to Sociology	4
Economics 54—Introduction to Economics	4
Psychology 65—General Psychology	4
Health 79—Personal Hygiene	4
Speech 31—Oral Communication	4
Food and Nutrition 85—Meal Planning and Table Service	4
Chemistry 25, 26, 27—Inorganic Chemistry or 8 quarters of a Physical Science of the student's own choice	8 to 12
Elective	8 to 4
	48

CURRICULUM—HOME ECONOMICS CORE

All students in the junior and senior years regardless of the major selected in the Division of Home Economics are expected to take, in addition to the core plan for the freshman and sophomore years, a common core of courses.

Course	Hours
*Food and Nutrition 135—Nutrition	4
Marriage and Family Living 151—Marriage and The Family This may be taken as Health 151 or Sociology 151.	4
**Child Development 138—Child Development	4
Clothing and Textiles 104—Related to the Home and Dress	4
Housing and Home Management 196—Economics of the Home	4
Housing and Home Management 197—Home Management Residence	6
Bacteriology 139 (taken as a part of the Basic College Core)	4
Health 133, 134 (taken as a part of the Basic College Core)	4

*For majors in Child Development, substitute Food and Nutrition 136

**For majors in Clothing Merchandising and in Clothing and Textiles substitute Child Development 39.

CURRICULUM—MAJOR REQUIREMENTS

The majors are outlined under the departments in which they are located.

Offerings for Non-Majors

Students may earn a minor in home economics by selecting twenty-eight hours of work from the following courses: Child Development 39, and 138; Clothing and Textiles 23, 26, 50, and 104; Foods and Nutrition 37, 85, 123, and 135; The House and Home Management 105; Marriage and Family Life 51 and 151. **The same courses may be selected for electives.** The only prerequisite to these courses for non-majors is the necessary academic standing; courses with junior or senior numbers may not be taken by freshmen and sophomores. Non-majors who wish to substitute other courses for those named above, may do so if they have had the necessary prerequisites to the courses.

A student may minor in any area in which he can major. The twenty-eight hours of courses for a minor in a specialized area as Institution Management should be approved by the chairman of The Division of Home Economics.

DEPARTMENT OF CHILD DEVELOPMENT

The child development curriculum is designed to interest majors with special abilities and interests in young children. It provides opportunities to observe and work with nursery school schildren. Specialization in this area prepares a student for nursery school teaching and administration and for leadership in educational programs of children's institutions. Those who wish to begin study for positions in such areas as child welfare, college nursery schools, or private nursery schools should follow the curriculum in Child Development.

Child Development

Home Economics Core		26
Major requirements as listed below		22
Child Development 182—The Child's Play Environment	4	
Child Development 184—Supervised Patricipation	6	
Child Development 191—Creative Materials and Activities for Pre-school Child	4	
Child Development 220—Advanced Child Development	4	
Psychology 116—Human Growth and Development	4	
Minor requirements		28
Electives		16

CHILD DEVELOPMENT

39—**The Individual and the Family.** Four hours.

Three one-hour recitations and four hours of laboratory.

Not required of junior transfer students.

A functional course dealing with the college student's immediate concerns regarding his family life. Special attention will be given to the development of the individual in seeing himself objectively. Experiences in the nursery school will contribute to a greater awareness of behaviorial differences among individuals.

130—**Preschool Teacher's Workshop.** One and one-half hours.

For day-care operators, nursery school teachers and educational leaders in preschool centers.

a. Administration of Preschool Centers.

Good principles of administration in group programs of young children.

b. Curriculum Planning.

Improving programs through better administrative procedures. Good group experiences for preschool child.

c. Personality of the Preschool Child.

Understanding children's behavior—or guiding personality development.

d. Creative Activities.

Emphasis on art for young children.

e. Literature and Language.

Appropriate literature for the preschool child and us of bulletin boards, flannel graph, puppets and other resources.

138—**Child Development.** Four hours.

Three one-hour recitations and five hours of observation and participation in the Nursery School weekly.

Designed to create interest in preschool children and to develop an understanding of the development and behavior patterns of preschool children. Problems involved in guiding children toward happy, successful adulthood.

182—**The Child's Play Environment.** Four hours.

A study of the role of play in the development of young children, with emphasis upon selection, care, and use of equipment. Opportunities provided to evaluate materials in use, to plan play activities for children, and to construct toys.

184—**Supervised Participation.** Six hours.

Prerequisite: Child Development 220.

Directed participation in the Nursery School for one quarter.

191—**Creative Materials and Activities for the Preschool Child.** Four hours.

A study of creative activities for children of the preschool years, including literature, art, music, nature study, and others. Practical experiences with these in the Nursery School.

220—**Advanced Child Development.** Four hours.

Two one-hour recitations weekly, plus six hours of participation in the nursery school.

A course for students interested in further study of preschool children and in developing teaching techniques. Sharing responsibilities in the daily activities of the nursery school will be assumed.

DEPARTMENT OF CLOTHING AND TEXTILES

This area offers opportunities to the future homemaker for the selection and care of clothing and household fabrics for the family, and basic principles of clothing construction. Two curricula are offered in the Department of Clothing and Textiles: the curricula, Clothing and Textiles, and Clothing Merchandising.

The curriculum for the major, clothing and textiles, is appropriate for a person wishing to begin preparation for a position as a designer of clothing or textiles, as a fashion or clothing consultant, as a specialist in clothing or textiles, or as an editorial writer for women's pages of newspapers or magazines. It may serve as a basis for graduate study in clothing and textiles which might lead to college teaching or research. Suggested minor areas appropriate for this major include art, chemistry, journalism. radio and television, and economics.

The major in clothing merchandising makes advancement more readily available to those seeking positions as buyers for apparel specialty stores or apparel departments in department stores. Also, it leads to the management of one's own small store or to the management of ladies apparel chain stores. Those who wish to begin study for positions as buyers for apparel speciality stores or departments should follow the curriculum in Clothing Merchandising.

Clothing and Textiles

Home Economics core			18
Child Development 39 may be substituted for Child Development 138.			
Health 151 may be used to meet a part of the core curriculum requirements.			
Major requirements as listed below			22 or 24
Clothing and Textiles—Textile Economics 156	(2)		
or Fashion Fundamentals 157	(4)	2 or 4	
Clothing and Textiles 125—Advanced Clothing and Consumer Problem		4	
Clothing and Textiles 150—Family Clothing and Textiles		4	
or Clothing and Textiles—Advanced Tailoring 158			
Clothing and Textiles—Textiles 112		4	
Clothing and Textiles—Garment Selection and Wardrobe Planning 113		4	
Housing and Home Management 105—Housing and House Furnishings		4	
Minor requirements			28
Electives			24

Clothing Merchandising

Home Economics core		26
Major requirements a slisted below		16
Housing and Home Management 105—Housing and House Furnishing	4	
Clothing and Textiles 125—Advanced Clothing and Consumer Problems	4	
Clothing and Textiles 150—Family Clothing and Textiles	4	
Psychology 129—Applied Psychology	4	
Minor in Marketing as listed below		34
Marketing 130—Principles of Marketing	4	
Market 134—Salesmanship	4	
Marketing 135—Principles of Retailing	4	
Marketing 137—Principles of Advertising	4	
Marketing 156—Retail Merchandising	4	
Marketing 165 & 166—Professional Retailing Experiences	12	
Textile Research	2	
Electives		8

CLOTHING AND TEXTILES

23—**Clothing Selection and Personal Appearance.** Four hours.

The selection of costume for becomingness to the individual, and the care of clothing with emphasis on the relationship to personal appearance.

26—**Selection of Clothing and Textiles.** Four hours.

Two one-hour periods and two two-hour laboratory periods per week.

Study of textiles most commonly used; selection of materials and ready-made clothing; selection and use of commercial patterns; planning and construction of garments of cotton, rayon or linen; use and care of sewing equipment; care of garments; appropriate accessories.

50—**Textiles and Clothing.** Four hours.

Two one-hour periods and two two-hour laboratory periods weekly.

Prerequisite: Clothing and Textiles 26, or equivalent.

Study of characteristics and identification of fibers; uses and cost of material; consideration of wool and wool substitutes; fitting, construction, remodeling and mending problems.

104—**Art Related to the Home and Dress.** Four hours.

Three one-hour periods and one two-hour period per week.

Prerequisite: Art 23.

A course designed to develop an understanding of applied principles of design in clothing, clothing accessories, exterior and interior of houses. Opportunity furnished for practical solution of personal and home design problems.

112—**Textiles.** Four hours.

A practical consumer study of textiles; the fibers, structure, design, finish, and quality of fabrics for clothing and house furnishings including selection, use, and care.

113—**Garment Selection and Wardrobe Planning.** Four hours.

Two one-hour periods and two two-hour laboratory periods weekly.

Selection of ready-to-wear garments on basis of cost, aesthetic value, and serviceability.

125—**Advanced Clothing and Consumer Problems.** Four hours.

Two one-hour periods and two two-hour laboratory periods weekly.

Prerequisite: Clothing and Textiles 26 or 50, and 104 or equivalent.

Developments in the clothing field; new textile fibers and fabrics; new manufacturing processes; advanced work involving designing, construction, fitting, tailoring, procedures essential to independent work.

150—**Family Clothing and Textiles.** Four hours.

Two one-hour periods and two two-hour laboratory periods weekly.

Prerequisite: Clothing and Textiles 26 or 50, and 104 or equivalent.

Planning the wardrobe within different income levels; renovating, remodeling old garments and construction of new garments for the family; designing and construction of a child's self-help garment; economic problems in meeting family clothing needs.

156—**Textile Economics.** Two hours.

A study of problems which affect the consumer in the production, distribution, and consumption of textiles and clothing. Survey of recent developments in the textile and clothing field.

157—**Fashion Fundamentals.** Four hours.

Fashions as a social force and the factors that affect and influuence it. A study of the workings of the fashion world, including designers, leading markets, and fashion cycles.

158—**Advanced Tailoring.** Four hours.

Two one-hour periods and two two-hour laboratory periods weekly.

Prerequisite: Textiles and Clothing 125.

Detailed study of selection, fitting, and construction of tailored wool garments.

DEPARTMENTS OF FOODS AND NUTRITION

This area includes courses designed for all students, especially those interested in securing information concerning the foods that will provide an adequate diet. Some of the basic courses are for non-majors as well as all home economics majors.

The major, Institution Management, is designed for persons wishing to prepare for position in quantity food service. It prepares students as school lunch managers, community nutritionists, food service directors, or for dietetic or school lunch internships.

Institution Managemnt

Home Economics core		26
Major requirements as listed below		30
Foods and Nutrition 94—Food Problems	2	
Food and Nutrition 142—Experimental Foods	4	
Food and Nutrition 144—The School Lunch	4	
Food and Nutrition 176—Diet in Disease	4	
Food and Nutrition 178—Advanced Nutrition	4	
Food and Nutrition 192—Quantity Cookery	6	
Food and Nutrition 194—Institution Management	6	
Additional requirements for internships		28
Chemistry 92—Organic Chemistry	4	
Chemistry 136—Food Chemistry	4	
Chemistry 165—Physiological Chemistry	4	
Biology 129—Physiology	4	
Accounting 71—Principles of Accounting	4	
Psychology 119—Educational Psychology	4	
Education 113—Principles of Teaching in High School	4	
Minor requirements		12

To meet the 28 hours for the minor, 16 hours will be provided from required courses.

Two-Year Certificate Course

A two-year schedule of courses which leads to a certificate is planned for school-lunch managers. The program includes general education courses as well as those designed to add to the special preparation of the individual as a school-lunch manager.

Curriculum for
Two-Year Certificate Course
for
School-Lunch Managers

General Education Courses

English 25, 26, 27—English Composition	12
Mathematics 21—Basic Mathematics	4
History (any course)	4
Psychology 65—General Psychology	4
Biology 37H	4
Health 79—Personal Hygiene	4
Art (any course)	4
Health 133, 134—First Aid, Home Nursing	4
Economics 54—Principles of Economics	4
Clothing and Textiles 23—Clothing Selection and Personal Appearance	4
Child Development and The Family 39—The Individual and The Family	4
English 73—An Introduction to Literature	4
	56

Food and Nutrition Courses

Food and Nutrition 37—Food Study	4	
Food and Nutrition 85—Meal Planning and Table Service	4	
Food and Nutrition 78—Nutrition and Diet Therapy	4	
Food and Nutrition 62—Problems in Managing a Schol Cafeteria	4	
Food and Nutrition 63—Menu Planning, Food Preparation, and Serving for The School Cafeteria	4	
Food and Nutrition 64—Sanitation for The School Cafeteria	4	24
Electives		16
TOTAL		96

FOOD AND NUTRITION

37—**Food Study.** Four hours.
Two 1-hour theory and two 2-hour laboratory periods weekly.
Study of the body's need for food. Application of principles in planning, preparing and serving simple meals.

56—**School Lunchroom Conference: Purchasing.** One and one-half hours.
Thirty-six hours of class and laboratory work.
Involves study of available stocks; receiving and storing practices; emphasis on inventories, storage room, and food purchasing.

57—**School Lunchroom Conference: Planning Better School Lunches.** One and one-half hours.
Thirty-six hours of class and laboratory work.
Emphasis on planning and serving nutritious quantity meals at minimum cost.

58—**School Lunchroom Conference: Food Cost Control.** One and one-half hours.
Emphasis on budget break-down, records, inventories, and meal cost for school lunch.

59—**School Lunchroom Conference: Personnel Management.** One and one-half hours.
Thirty-six hours of class and laboratory work.
Emphasis on problems of personnel for school lunch.

62—**Problems in Managing a School Cafeteria.** Four hours.
One theory and three laboratory periods weekly.
Prerequisites: Food and Nutrition 37 and 85.
Study of menu planning, food cost control, institution buying of food and equipment, personnel management, and records.

63—**Menu Planning, Food Preparation and Serving for the School Cafeteria.** Four hours.
Two theory and two laboratory periods weekly.
Emphasis on actual experience in planning, preparing, and serving nutritious meals for institutions.

64—**Sanitation for the School Cafeteria.** Four hours.
Three theory periods and one laboratory period weekly.
Prerequisites: Health 79 and 133, and Foods and Nutrition 37.
Emphasis on all phases of sanitation in school lunchrooms.

65—**School Lunchroom Conference: Quantity Food Preparation.** One and one-half hours.
Preparation of appetizing, nutritious, and attractive meals for the school child.

66—School Lunchroom Conference: School Cafeteria Equipment. One and one-half hours.
A course designed to teach managers how to conserve time and energy through efficient arrangement, use, and care of equipment.

67—School Lunchroom Conference: New Developments in the School Lunch Program. One and one-half hours.
Recent research and findings in phases related to the school cafeteria; special problems of the manager.

68—School Lunchroom Conference: Nutrition and the School Child. One and one-half hours.

69—School Lunchroom Conference: Organization and Management of Food Services. One and one-half hours.
Designed to give experiences in executive leadership, planning, organizing and controlling the activities of the organization.

70—School Lunchroom Conference: Food Storage. One and one-half hours.
Designed to give understanding of how to prevent the loss of food. Emphasis placed on proper temperature, ventilation, and systematic food storage.

78—Nutrition for Nurses. Four hours.
Two one-hour theory and two two-hour laboratory periods weekly.
Designed for nurses. Practical knowledge of nutrition and its relation to health. Application of principles in food preparation.

85—Meal Planning and Table Service. Four hours.
Prerequisite: Foods and Nutrition 37.
Two one-hour theory and two two-hour laboratory periods weekly.
Continuation of Food Study 37. Emphasis on more advanced meal planning, preparation, and service; scientific principles of cookery stressed.

94—Food Problems. Two hours.
A study of individual problems in food preparation. Problems developed by students in conference with instructor.

123—Elementary Course in Nutrition. Two hours.
Planned for non-home-economics majors. Nutritional needs of body and proper selection of foods emphasized.

135—Nutrition. Four hours.
Prerequisite: Foods and Nutrition 85.
Intensive study of the body's need for foods, including the chemistry of digestion, care of digestive system, nutritive requirements of body during different stages of life.

136—Child Nutrition. Four hours.
A study of nutritive requirements of young children, with laboratory experiences in the Nursery School.

142 or 442—Experimental Foods. Four hours.
Two 1-hour theory and two 2-hour laboratory periods weekly.
Prerequisite: Foods and Nutrition 85.
Elementary research to determine factors affecting standard products. Experimentation in preparation, ingredients, methods of cooking, temperature, and utensils used.

144 or 444—The School Lunch. Four hours.
One one-hour theory period and three two-hour laboratory periods weekly.
Designed to give experience in menu planning, records, food buying, and preparing and serving food on quantity level.

176 or 476—**Diet in Disease.** Four hours.

Prerequisite: Foods and Nutrition 135.

Study of diseases influenced by diet, and dietary treatment of diseaes.

178 or 478—**Advanced Nutrition.** Four hours.

Prerequisite: Foods and Nutrition 135.

Study of current literature for new findings in field of nutrition.

192—**Quantity Cookery.** Six hours.

Two one-hour theory and two two-hour laboratory periods weekly.
Prerequisite: Foods and Nutrition 85.

Emphasis on actual food preparation and serving on quantity level.

194—**Institution Management.** Six hours.

Two one-hour theory and two two-hour laboratory periods weekly.
Prerequisite: Foods and Nutrition 192.

Study of institution buying of food, equipment; menu planning; table service; and record keeping.

DEPARTMENT OF HOME ECONOMICS EDUCATION

The curricula in the Department of Home Economics Education are planned for those who wish to be teachers of homemaking education in the schools or who wish to work in the home economics extension service. Those preparing for teaching should major in teaching homemaking education, and those for extension service in home economics extension service.

Students who complete the curriculum in teaching homemaking education will receive the vocational license to teach homemaking education in the secondary schools of the State of Mississippi.

Teaching Homemaking Education

		Hours
Home-Economics core		26
Major requirements as listed below		16
Housing and Home Management 105—Housing and Home Furnishing	4	
Housing and Home Management 115—Household Equipment	4	
Clothing and Textiles 125—Advanced Clothing and Consumer Problems	4	
Clothing and Textiles 150—Family Clothing and Textiles	4	
Professional requirements		37
Psychology 119—Educational Psychology	4	
Psychology 132—Human Growth and Development—Adolescent	4	
Education 113—Principles of Teaching High School	4	
Education 162—Curriculum of the Secondary School	2	
or		
Education 164—Student Activities in Secondary Schools		
Education 169—Tests and Measurements	4	
Home Economics Education 180—The Teaching of Homemaking Education	4	
Home Economics Education 185a—Directed Observation	5	
Home Economics Education 186a—Directed Teaching	5	
Home Economics Education 200—Teaching Homemaking to Adults	5	
Electives		9

Home-Economics Extension Service

Home-Economics core		26
Major requirements as listed		20
Housing and Home Management 105—Housing and House Furnishings	4	
Housing and Home Management 115—Household Equipment	4	
Clothing and Textiles 125—Advanced Clothing and Consumer Problems	4	
Clothing and Textiles 150—Family Clothing and Textiles	4	
Journalism or Radio	4	
Professional requirements		37
Psychology 119—Educational Psychology	4	
Psychology 132—Human Growth and Development—Adolescent	4	
Education 113—Principles of Teaching High School	4	
Education—any course	2	
Education 169—Test and Measurements	4	
Home Economics Education 180—The Teaching of Homemaking Education	4	
Home-Economics Education 185b—Extension Education	5	
Home-Economics Education 186b—Extension Teaching and Observation	5	
Home-Economics Education 200—Teaching Home making to Adults	5	
Electives		5

HOME-ECONOMICS EDUCATION

22—Introduction to Home Economics. Two hours.

A course designed to show the value of home economics in personal and family living, as well as in vocational pursuits.

146—Teaching Food and Nutrition in the Elementary Grades. Four hours.

Course planned to give those preparing to teach in the elementary grades some understanding of materials and methods for teaching nutrition.

180—The Teaching of Homemaking Education. Four hours.

Prerequisite: Junior standing in home economics.

A study of the place of homemaking education in the total school program. Emphasis on organization of teaching plans and materials; opportunity for class and home experiences, and evaluation for the school homemaking education program.

185a-186a—Observation and Student Teaching (Participation in Teaching Homemaking Education). Ten hours.

Prerequisite: Home Economics Education 180.

Observation of homemaking in the elementary school program, and in junior and high school homemaking classes. Student teaching in a few of the schools in which there is a strong homemaking education program.

185b—Extension Education. Five hours.

Opprtunities provided to work with state extension specialists and with the district extension leader to become acquainted with special methods in extension work.

186b—Extension Teaching and Observation. Five hours.

Prerequisite: Home Economics Education 180.

Educational experiences in extension service program for a six-week period, or the equivalent, with a home agent. Supervision of work provided co-operatively with the college and Agricultural Extension Service.

185c—**Home Economics in Equipment.** Five hours.
Course taken with Home Economics Education 195.

Planned experiences with home economists in power and utility companies, lectures, and field visits. Introduction to the role of the home economist in business.

195—**Field Work in Home Economics.** Five hours.

Field work for those planning to become home economists in equipment. Educational experiences with home economists in the co-operatives, or with other utility companies.

200—**Teaching Homemaking to Adults.** Five hours.
Prerequisite: Home Economics Education 180.

A study of the adult homemaking program, with experiences which will help the student to participate effectively in the teaching of homemaking to adults.

DEPARTMENT OF HOUSING AND HOME MANAGEMENT

The increasing opportunities for home economists in business with utility companies and manufacturers of equipment for the home have created many positions for those with the necessary educational background. The major, home economics in equipment, is designed for those preparing for such a career.

Home Economist in Equipment

		Hours
Home-Economics core		26
If a student has had C. D. 39 it will not be necessary to take C. D. 138 with this major.		
Major requirements		35
Housing and Home Management 105—Housing and House Furnishings	4	
Housing and Home Management 115—Household Equipment	4	
Home Economics Education 185a—Home Economics in Equipment	5	
Home Economics Education 195—Field Work in Home Economics	5	
Home-Economics Education 200—Teaching Homemaking to Adults	5	
Clothing and and Textiles 125—Advanced Clothing and Consumer Problems	4	
Journalism or Radio	4	
Marketing 134—Salesmanship	4	
Minor requirements		28
Basic College core curriculum		
Household Physics, Physics 137, must be taken. It may serve as a part of the physical science requirement of the Basic College core curriculum.		

HOUSING AND HOME MANAGEMENT

105—**Housing and House Furnishings.** Four hours.
Three one-hour periods and one two-hour period a week.

A study of the economic and sociological problems in housing and house furnishings; house plans in relation to their influence on family life; trends in heating, plumbing and lighting houses; selection and arrangement of house furnishings.

115—**Household Equipment.** Four hours.
Two one-hour theory and two two-hour laboratory periods weekly.
Prerequisite: Foods and Nutrition 85.

A study of the selection, operation, care, repair, and arrangement of appliances in the home.

196—**Economics of the Home.** Four hours.

Problems of homemaking relating to wise use of time, energy, money, and resources of home. Consumer problems of the homemaker.

197—**Home Management Residence.** Six hours.

Prerequisites: Food and Nutrition 135 and Housing and Home Management 196.

Application of the principles of homemaking through actual participation in responsibilities of home. Care of home; meal-planning, preparation, and serving; responsibility for baby; and social responsibilities.

DEPARTMENT OF MARRIAGE AND FAMILY LIFE

Marriage today is becoming widely recognized as the most important vocation for which young people can prepare.

The primary objective of the marriage and family life curriculum is to assist college students to grow into intelligent, effective and satisfying family members in their own homes. The vast majority of youth today marry and establish homes of their own. There is grave evidence of the need for giving intelligent and functional guidance to these young people in order that their homes can be sastifying and lasting. Although the basic emphasis of the curriculum is learning to become a good marriage partner and parent, it also qualifies the student for some avenues of employment for additional income and/or as a means of self-expression.

Two majors are offered in homemaking, one leading to a Bachelor of Science degree and one to a Bachelor of Arts degree.

Homemaking-Bachelor of Science Degree

		Hours
Home-Economics core		26
Major requirements		28
Clothing and Textiles 50—Textiles and Clothing	4	
Housing and Home Management 105—Housing and House Furnishings	4	
Housing and Home Management 115—Household Equipment	4	
Clothing and and Textiles 125—Advanced Clothing and Consumer Problems	4	
Clothing and Textiles 150—Family Clothing and Textiles	4	
Child Development 220—Advanced Child Development	4	
Psychology 119—Educational Psychology	4	
Child Development 220—Advanced Child Development	4	
Minor requirement		28
Electives		12

Homemaking—Bachelor of Arts Degree

Freshman Year

Courses	Hours
Home-Economics Education 22—Introduction to Home Economics	2
Food and Nutrition 37—Food Study	4
English 25, 26, 27—English Composition	12
History 27—World Civilization to 1648 A.D.	4
History 27—World Civilization Since 1648 A. D.	4
Clothing and Textiles 26—Selection of Clothing and Textiles	4
Health 79 or 125	4
Physical Education activity courses	3
Child Development 39—The Individual and The Family	4
A foreign language	12

Sophomore

Courses	Hours
English 73, 74—Literature	8
Speech 31—Oral Communication	4
Mathematics 31—College Algebra or 21—Basic Mathematics	4
Biology 37, 38,—Biology I and II	8
Psychology 65—General Psychology	4
Economics 54—Introduction to Economics	4
Sociology 63—Introduction to Sociology	4
Food and Nutrition 85—Meal Planning and Table Service	4
A foreign language	6
Physical Education activity courses	3
Art 23—Beginning Design	4

Junior and Senior Years

Courses		Hours
Home-Economics core		26
Marriage and Family Living will be taken as *Sociology 151.		
Major requirements		28
Clothing and Textiles 125—Advanced Clothing and Textiles	4	
Clothing and Textiles 150—Family Clothing and Textiles	4	
Housing and Home Management 105—Housing and House Furnishings	4	
Housing and Home Management 115—Household Equipment	4	
Child Development 220—Advanced Child Development	4	
*Bacteriology 139—Bacteriology	4	
*Health 133—First Aid	2	
*Health 134—Home Nursing	2	
Minor requirement		28
Electives		4

*May be used to meet part of the core curriculum requiremtns.

MARRIAGE AND FAMILY LIFE

51—Personal Development, Dating and Courtship. Four hours.
Establishing satisfying relationships in intellectual, social, emotional environment of college living. Study of personal social values influencing dating and courtship. Student interests and problems arising out of college life.

151—Marriage and the Family. Four hours.
Prerequisite: Junior or senior standing.
A course designed to give better understanding of the factors that contribute to success and happiness in marriage. Preparation for marriage; marriage adjustment; family functions and situations; factors making for successful family living.

GRADUATE COURSES IN HOME ECONOMICS

600—Supervision of Home Economics. Four hours.
Designed for high school home economics teachers interested in the student-teacher program. Supervisory practices and procedures for promoting student-teacher growth and development.

602—Home Economics in American Education. Four hours .
A brief survey of home economics in American education, with a study of the trends and issues in curriculum development, instruction, guidance, supervision, administration, and research in this field.

604—Curriculum Problems in Home Economics. Four hours.
A course for teachers, dealing with problems in curriculum making and the place of homemaking education in the total school curriculum or specialized area.

608—**Seminar in Home Economics.** Two to six hours.

Seminar problems may be taken for two, four, or six hours of credit.

610—**Home Economics in Higher Education.** Four hours.

A study of home economics at the junior college level, including problems in development of the curriculum in college instruction, in guidance of students, in administrative problems, and in evaluation of a department.

612—**Special Problems in Home-Economics Education.** Two to six hours.

A course in which students choose, for investigation, research problems pertinent to their situations.

614—**Teaching Homemaking to Adults.** Four hours.

A study of the adult homemaking program with opportunity for experiences in effective participation.

640—**Home Engineering.** Four hours.

An intensive survey of various handicraft materials, processes, and procedures, as applied to a home situation. Adaption of the activities to adult programs. Mechanical care and use of home appliances.

650—**Early Marriage Adjustments.** Four hours.

Prerequisite: Permission of the instructor.

Social-psychological aspects of the pair relationship during engagement and early marriage. Emphasis placed on interaction and communication as the pair faces the determining of family goals, planning for the family, and living together.

651—**The Family in the Community.** Four hours.

Designed to develop teacher understanding of the social setting in which students live, and its importance in the development of family-living courses to meet student needs.

652—**Teaching Family Living on the Secondary Level.** Four hours.

A study of the theory, content, and methods of marriage and family life education at the secondary level; designed to meet the needs of high school teachers and administrators.

654—**Parents and Children.** Four hours.

This course is offered to the mature student who is interested in parent-child relationships. Emphasis will be given to parent-child inter-action, home-social relationships and methods of working with parents in groups and individually.

660—**Bishop Method of Clothing Construction.** One and one-half hours.

Workshop in clothing construction in which student is taught the newest development in teaching clothing construction, the unit method introduced by Mrs. Edna Bryte Bishop.

661—**Institute on the Bishop Method Applied to Tailoring.** One and one-half hours.

Prerequisite: Home Economics 660.

662—**Institute on the Bishop Method Applied to Tailoring and the Cutting-to-Fit Course.** Two hours.

Prerequisite: Home Economics 660.

670—**Textiles: Recent Developments.** Two hours.

674—**Special Problems.** Two to six hours may be earned in any of the following areas:

a. Clothing
b. Household Equipment
c. Child Development
d. Nutrition
e. Housing
f. Family Living
g. House Furnishings
h. Home Management

675—**Community Health and Nutrition.** Four hours.

Insight and understanding in education of pupils to conditions and facilities of their community. A study of the physical, mental, social, economic, and spiritual requirements necessary for wholesome development.

677—**The Nutrition of Children.** Four hours.

The application of basic principles of nutrition in growth and development of children from birth through early childhood, school age, and adolescence, to maturity.

678—**Quantity Food Preparation.** Four hours.

Prerequisite: Approval of instructor.

One lecture and six hours of laboratory.

Application of basic principles of cookery to preparation of food in large quantities; standardization of formulas with reference to quantity, manipulation, and cost. Use of institution food service equipment.

679—**School Lunch Supervision.** Four hours.

A study of school lunch program, of organization and administration with experiences which will help the school lunch supervisor in supervising school lunch programs on the city, county, state and national level.

680—**Institution Organization and Administration.** Four hours.

Analysis of quantity food service operations as related to methods of control, selection and training of personnel, labor laws, employer-employee relationships so as to produce a system of order into a group of related activities and provide the means for their direction and development.

420—**Advanced Child Development.** Four hours .

This course is for students interested in further study of pre-school children and in developing techniques and accepting full responsibilities in the daily activity of the nursery school.

442—**Experimental Foods.** Four hours.

Two one-hour theory and two one-hour laboratory periods weekly.

Prerequisite: Foods and Nutrition 85.

Elementary research to determine factors affecting standard products. Experimentation in preparation, ingredients, methods of cooking, temperature, and utensils used.

444—**The School Lunch.** Four hours.

Prerequisite: Home Economics 85.

One one-hour theory period and three two-hour laboratory periods weekly.

Designed to give experience in menu planning, records, food buying, and preparing and serving food on quantity level.

451—**Marriage and the Family.** Four hours.

A course designed to give better understanding of the factors that contribute to success and happiness in marriage. Preparation for marriage; marriage adjustment; family functions and situations; factors making for successful family living.

476—**Diet in Disease.** Four hours.

This course will involve study of disease which are influenced by diet and the dietetic treatment of these diseases. Special problems will be included on the graduate level.

478—**Advanced Nutrition.** Four hours.

Four one-hour periods weekly.

Prerequisite: Foods and nutrition 135.

Study of current literature for newer finding in the field of nutrition.

ENROLLMENT

Year	Fall Quarter	Winter Quarter	Spring Quarter	Summer Quarter	Totals with Duplications	Different Individuals for Academic Year (Nine Months)	Different Individuals for Academic Year and Summer
1948-49	1918	1991	2470	2580	8959	2916	3974
1949-50	2462	2347	2672	2490	9971	3250	4151
1950-51	2474	2248	2247	2278	9247	3107	4183
1951-52	2220	2131	2263	2177	8791	2931	4020
1952-53	2470	2347	2366	1901	9084	3182	4291
1953-54	2517	2439	2609	2366	9931	3415	4671
1954-55	2977	2831	2932	2404	11,144	3851	4947
1955-56	3231	3036	3075	2546	11,887	4022	5233
1956-57	3414	3320	3333	2647	12,714	4355	5707
1957-58	3539	3344	3264	2647	12,794	4331	5833

ENROLLMENT FOR 1957-58

Counties represented	80
Other States represented	36
Foreign Countries represented	14
Enrollment by extension	869
Enrollment by correspondence (different individuals)	877
Enrollment of colege men, in residence	3,367
Enrollment of college women, in residence	2,466
Enrollment in Graduate School	992
Enrollment of senior class	1,199
Enrollment of junior class	1,211
Enrollment of sophomore class	996
Enrollment of freshman class	1,213
Enrollment of special unclassified	222
Master's degree conferred 1957-58	166
Bachelor degree conferred 1957-58	791
Demonstration school enrollment	240

CERTIFICATES AND DEGREES GRANTED

Total master's degrees granted (beginning in 1948)	1,524
Total bachelor's degrees granted (beginning in 1922)	9,726
Total enrollment (1912-1958) without duplication in any year	70,612

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